CURRENT APPROACHES TO READING INSTRUCTION AND THEIR IMPLICATIONS FOR SLOW LEARNING, PARTIALLY SEEING CHILDREN

A THESIS

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CHAPTER I

Rationale

The problem of recognizing and providing for the individual needs of all children is the primary goal of education in a democracy. Where these needs deviate so markedly that individuals cannot adjust to the prescribed curriculum for the so-called 'normal' child, special facilities and specially trained personnel must be provided.

The partially sighted comprise one of the groups that require special facilities to implement their educational growth and development. However, research and observation indicate that many of these children can achieve satisfactorily in the regular classroom when special services are provided to make whatever adjustments that are necessary. Among the factors responsible for making this possible are increased medical understanding of the nature of eye defects, improved teaching methods and facilities, and increased knowledge in regard to the physical environmental needs of schools and classrooms.

The extent to which partially sighted children adjust in a regular classroom is an individual matter and depends on such factors as visual efficiency, interests, capacities, and abilities. Except for visual status, the range of these factors is as great among partially seeing children as that of normally

seeing children, and are conditioned by the same influences. These children have the same strong needs, drives, and desires as normally seeing individuals. Among these are the desire and need to succeed.

The slow learning child merits special attention in today's schools. This group of children makes up about twenty per cent of the total school population.[1] Yet, this group is neglected to a large degree.

This group presents a peculiar problem. Baker states:

> They form a group mid-way between normal, average children and the mentally retarded....The slow learning have tended to drift along with considerable failure and retardation.[2]

And Kirk:

> While they are not sufficiently retarded to be placed in a special class for the retarded, they are too slow to maintain the standards set forth in the curriculum established for the average and the superior.[3]

Baker reports that wherever a careful study was made of this group, the project was merely one of discovery. Where action was taken, it was only to group these children with others of similar mental status. He feels that unless adaptations are made in the curriculum, there is little reason for ability grouping.[4]

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[1]Lloyd M. Dunn, "The Slow Learner-An Overview," NEA Journal, 48 (October, 1959), 20.

[2]Harry Baker, Introduction to Exceptional Children (New York: The MacMillan Co., 1953), p. 244.

[3]Samuel A. Kirk, Teaching Reading to Slow Learning Children (Atlanta: Houghton Mifflin Co., 1940), p. 173.

[4]Baker, op. cit., p. 245.

Pinter, in a study of 602 partially seeing children, found that 41.4 per cent of the children are found to be slow learners.[1]

It is the writer's experience that of fifteen partially seeing pupils served, twelve are classified as slow learners.

It is the writer's belief that a child with limited vision who has the additional handicap of limited ability will have a greater need for improved curricular adjustments, if he is to experience success to any extent.

In America's schools, the measure of success is determined to a large degree by one's ability to read. Russell states that reading achievements seem closely related to general school success and to personality adjustments.[2] More emphasis is put on reading instruction than on any other tool subject.

Crow and Crow reveal:

> During the past sixty years, the question of improvement in reading has commanded the attention of educators and psychologists, to the extent that thousands of studies dealing with the various phases of reading skills have been published.[3]

Despite this emphasis placed on and the discoveries made in effective teaching methods and procedures in this area, reading continues to be the area that causes greatest

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[1]Barbara Bateman, Reading and Psycholinguistic Processes of Partially Seeing Children (Washington, D. C.: Council of Exceptional Children, NEA, 1963), 2.

[2]David H. Russell, Children Learn to Read (Boston: Ginn and Co., 1949), p. vii.

[3]Lester D. Crow and Alice Crow, Human Development and Learning (New York: American Book Co., 1956), p. 281.

frustration among teachers.

This frustration is due to the complex nature of reading. Reading is not a simple process or a subject to be learned, but a complicated function involving a variety of processes.[1] Its success is influenced by levels of physical, mental, emotional, and social adjustment. As teachers recognize that reading is an aspect of growth and cannot be forced upon a child, problems in this area tend to recede. When each child is allowed to function on his own level, even children with mental and physical limitations can make satisfactory adjustments in reading.

The increasing demands of our society have made apparent a need for substantially reducing reading retardation in today's schools. Advances being made and knowledge being acquired in all other fields necessitate a greater need for good readers, while at the same time make provisions for more time in which to read. Parents, educators and lay public alike are concerned as to whether advances being made in reading instruction are commensurate with advances made in other areas.

Because of this concern,

> ...methods used for the beginning steps [of reading] have changed from time to time, and changed, at least in the history of American schools, for the best of reasons....the more rapid shifts of the past thirty or forty years have come about at least because studies showing how readers were disabled under current methods, but might respond under new ones.[2]

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[1]Walter B. Barbe (ed.), Teaching Reading: Selected Materials (New York: Oxford University Press, 1965), p. 361.

[2]Agatha Towsend, "What Research Says to the Reading Teacher," The Reading Teacher, 17 (May, 1964), 623.

With so much emphasis being put on newer methods, Barbe feels that not only must a teacher of reading know how to teach reading, she must understand something of the nature of how children learn. To assume that any one method will work with all children, is to assume that all children learn the same way. Such an assumption is erroneous. He states:

> Perhaps the adaptability of children has been the cause of some of the difficulty, for if children were less adaptable they would have failed completely to learn from a preconceived procedure that failed to take into account their particular nature and needs. Their adaptability has resulted in a modicum of success from methods and procedures unsuited to them, so that no changes were made, while if they had been less adaptable and had failed completely, the need for another method of teaching reading would have been more apparent.[1]

Barbe further warns that a child's ability to adapt does not justify a teacher's continuing a method if she is concerned with promoting the maximum development of every child. In order to justify the vast amount of research in reading, teachers must make use of its findings, and thus alter existing practices in the classroom. One of the teacher's greatest concerns must be to use what is already known about the most effective methods of teaching reading, as well as what is known about how children learn.[2]

Woodring, as do most reading experts, agrees that there is no one correct method of teaching children to read. Successful teachers have always used a variety of methods and children

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[1]Barbe, op. cit., p. 74.

[2]Ibid., p. 74.

have learned to read in many ways.[1]

Despite these theories regarding methods of teaching reading, newer methods and techniques are being developed to improve reading instruction, and old methods are being revised and modified.

Of this, Barbe notes,

> Never before has there been more controversy about the teaching of reading, experimental programs, new approaches and techniques, and an ever increasing quantity of excellent material. The teacher of reading may be under pressure to do an even better job, but she is being given materials and methods by which this can be done.[2]

Some of the newer methods include:

1. Instruction in reading using non-basal materials
2. Linguistics in the teaching of reading
3. Teaching reading to pre-school children
4. The Augmented Roman Alphabet.[3]

Because of this valid concern and new methods designed for the improvement of reading instruction, Heyward warns that some administrators and teachers may adopt innovations merely because they are new and different. He feels there should be more reliable standards in trying anything new. These should include:

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[1]Paul Woodring, "Can Johnny Read?" Saturday Review (January, 1962), as cited by Stanley Krippner, "Reading Instruction and Existential Philosophy," Teaching Reading: Selected Materials, ed. Walter Barbe, Ibid., 64.

[2]Barbe, op. cit., p. 359.

[3]Ibid., p. 361.

1. Is it worth trying (keeping)?

2. Can anything better be put in its place?

3. Is education being made as effective as possible for all children?[1]

It is the consensus of most reading experts that the method is not nearly as important as the teacher who employs it; and that the teachers who were most successful with methods used previously will be the ones most successful with any new ones.[2]

The basic goal in educating all children must be, to do all that can be done to help each achieve to his fullest potentials. Thus, the approach to providing adequately for the needs of each child is to recognize that child's right to be dealt with as a unique individual, and to make every effort to foster the necessary adjustments to effectively meet these needs.

Evolution of the Problem

This problem grew out of the writer's need, as teacher of partially seeing children, to discover more appealing reading methods and materials to be used with her students. This group is represented by a wide range of grade placements, interests, and chronological ages. However, the commonalities prevalent among the group are low levels of ability and of reading achievement. These factors necessitated a search by the writer, for more effectual reading methods and materials geared to the needs of slow learning, partially seeing children if her task of

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[1]Stanley J. Heyward, "Toward a Sound Theory of Innovation," The Elementary School Journal, 66 (December, 1965), 108.

[2]Barbe, op. cit., p. 361.

providing for individual needs was to be accomplished.

Contribution to Educational Knowledge

It is hoped that the information obtained from this study will be valuable to those persons concerned with the education of partially seeing children in solving some of the existing problems that are inherent in planning adequate and effective services for the children. The writer realizes the limitations of pure description and recognizes that it is no substitute for experimentation, yet she feels that this study may be useful to school personnel in selecting or rejecting methods of reading instruction for the group of children being considered in this study. It is hoped, further, that the results of the research may be useful to school personnel in adapting the general curriculum to meet the individual needs of all children.

Statement of the Problem

The problem involved in this study was to analyze eleven approaches to primary reading instruction and to determine the implications each approach has in meeting the needs of slow learning, partially seeing children.

Purposes of the Study

The primary purpose of the study was to analyze eleven approaches to primary reading instruction and to determine the relative effectiveness of each approach in meeting the instructional needs of slow learning, partially seeing children.

Specific purposes of the study were:

1. To describe each approach to reading in terms of

definition, rationale, method and materials of skill development, provision for individual differences, and outstanding features.

2. To determine the instructional needs of slow learning, partially seeing children.

3. To determine the possible merits and limitations of each approach in meeting the instructional needs of slow learning, partially seeing children.

4. To formulate implications and recommendations which may be indicated by the findings of the study.

Limitations and Scope of the Study

This study was limited to an analytical description of selected approaches to reading instruction which are currently being used in American elementary schools. Those approaches selected are discussed in Smith's text, Reading Instruction for Today's Children.[1] The scope of the study was to determine the possible value of each approach only as it is related to the instructional needs of slow learning, partially seeing children. It is not within the scope of this study to prove the superiority of any one approach, as it is realized that this can be done only with carefully controlled experiments; however, the fact that some approaches may appear to have greater merit than others in meeting the needs of the children will be noted.

Definitions of Terms

For purposes of this study, the following terms are defined:

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[1]Nila Banton Smith, Reading Instruction for Today's Children (Englewood Cliffs: Prentice Hall, Inc., 1963).

1. "Analytical description" refers to a technique of research in which something is described in rather detailed terms, and usually in terms of components which, when taken together, make up a whole.[1]

2. "Approach to reading" refers to established, organized methods of reading instruction listed and discussed by Smith in her text, Reading Instruction for Today's Children.[2]

3. "Partially Seeing" refers to children whose visual acuity, as measured by the Snellen Chart, is 20/70 or less in the better eye after the best possible correction, and who use ink print as their chief medium of instruction.

4. "Slow Learners" refers to children who, though capable of achieving a moderate degree of academic success, will do so at a slower rate with less than average efficiency; they also score between 75 and 90 on repeated valid tests of intelligence.[3]

Description of Materials

Data for this research were gathered from the following sources:

1. Professional textbooks.

2. Periodicals, reprints from periodicals, and notes secured from the Briefing Session for the State Summer Reading Program held at the University of Georgia, Athens, Georgia, June, 1965.

3. Teachers' manuals for textbooks and other materials of reading instruction.

Description of Subjects

The subjects involved in this research were the eleven currently used approaches to primary reading instruction

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[1] Ibid.

[2] Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 275.

[3] Dunn, op. cit., p. 20.

discussed in Nila B. Smith's test, Reading Instruction for Today's Children.[1] These approaches are the Augmented Roman Alphabet Approach, the Television Approach, the Film Approach, the Linguistic Approach, the Denver Approach, the Modern Montessori Approach, the Richards-Gibson Approach, the Individualized Approach, and the Basal Reader Approach.

Method of Research

The descriptive-survey method of research, employing the specific techniques of analytical description, was used to conduct this study.

Method of Procedure

The procedural steps followed in conducting this research were:

1. To survey pertinent literature related to the study and to present it in summarized form in the final thesis copy.
2. To secure from selected sources the materials needed to carry out the study.
3. To discover the instructional needs of slow learning, visually handicapped children.
4. To analyze the nature of the approaches to reading and to determine the applicability of each approach in meeting the reading needs of the group of children considered in the research.
5. To organize and to classify the data according to the purposes of the study.
6. To formulate statements of findings, conclusions, implications, and recommendations which will be beneficial in planning a reading program for slow learning, partially seeing children.

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[1]Smith, op. cit.

Survey of Related Literature

Literature surveyed in regard to purposes of this study is presented here under the following headings: Theories and research regarding primary reading methods; Theories and research regarding reading instruction for slow learning children; and Theories and research regarding reading instruction for partially seeing children.

Theories and research regarding primary reading methods.--McKim, in discussing the aims of reading on the primary level, states that children should begin to become less dependent on the teacher in reading for a variety of purposes, in locating needed information, in working with many types of reading, and in identifying unfamiliar words. She feels that the primary reading program should seek to: (1) extend the ways in which children use their reading ability; (2) begin to adjust their method of reading to the end for which they read; (3) begin to locate resource materials independently; (4) handle increasingly complex materials; and (5) develop skills in working with unfamiliar words.[1]

Strang, and others feel that the teacher should regulate his expectancy of the child's reading development by his observation of the child's growth and should provide the learning experiences necessary for him to attain his natural maturation. They feel that the child during the primary grades

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[1]Margaret McKim, Guiding Growth in Reading in the Modern Elementary School (New York: The Macmillan Co., 1955), p. 154.

should be expected to grow in specific reading skills. Here, children should learn:

1. To read from left to right across the page.
2. To recognize new words in context by identifying them with pictures, with their sounds, with familiar combinations of letters in them, or by other methods appropriate to the individual child.
3. To recognize initial letter clues and likenesses and differences in words that cause special difficulty.
4. To find satisfaction and enjoyment in the reading of simple material dealing with their own background of first hand experiences.
5. To appreciate always that printed words have meaning, use, and purpose for the reader.[1]

Methods of attaining these aims vary. Smith states that the variety is probably due to the generally recognized need for improving reading instruction and the earnest desire to find more effective procedures and media for meeting the exigency of the situation.[2]

The method used in teaching reading, reflects to some degree the definition that the teacher assigns to reading. Spache contends that one of the major problems in reading instruction is a definition of reading. Without a clear concept of the nature of reading, he feels, a teacher cannot plan goals of instruction, evaluate reading behavior, determine the adequacy of skills developed, make adequate judgement of pupil progress. He feels further, that no one definition will suffice,

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[1]Ruth Strang, C. M. McCullough, and A. E. Traxler, Problems in the Improvement of Reading (New York: McGraw-Hill Book Co., Inc., 1955), p. 92.

[2]Smith, op. cit., p. 78.

because of the complex nature of the process. He attributes five distinct and necessary descriptions or definitions to reading. They are:

1. Reading as Skill Development. This is the usual definition assigned to reading. Although all the skills are included and this is a very basic characteristic, it is too limited as it assumes that certain skills are built upon each other. More realistically, the skills are developed simultaneously.

2. Reading as a Visual Act. First of all, reading is a visual act. Proper coordination of the eyes, the possible eye span, the movement patterns and various common visual defects influence a child's ability to read successfully. The visual nature of reading justifies emphasis placed on controlled vocabulary, simple reading materials and silent reading opportunities.

3. Reading as a Perceptual Act. In its simplest form, reading may be regarded as a series of word perceptions, printed word, the processes of recognizing the word, and attributing meaning to it.

4. Reading and Cultural Background. The reading process is based on sociological roots. Reading differs in its purposes, breadth, and quality among societies. Social factors influence the quantity and quality of reading materials available as well as the reading habits of children. This factor is being recognized by publishers of children's reading materials that will be of interest to those of varied cultural backgrounds.

5. Reading as a Thinking Process. Reading employs the higher intellectual processes. Various factor-analysis studies have been conducted to identify the intellectual components of reading. It has been found that factors of vocabulary, verbal reasoning, skill in perceiving relationships among ideas are significant components of the reading process. Other studies indicate that cognition, memory, inductive and deductive reasoning, and evaluation are a part of the mental process that operates in reading. Some concept of the function of the brain is desirable to fully understand reading as a thinking process. The studies involving the sub-strata theory of reading are

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[1]George D. Spache, Reading in the Elementary School (Boston: Allyn and Bacon, Inc., 1964), pp. 4-26.

based on this concept.[1]

These five concepts of the reading process give the teacher of reading something of the complex nature of reading. Apparently, reading involves much more than vocabulary development or teaching the content of basal readers, or following step-by-step any teacher's manual; or even providing children with a variety of books from which they might select freely and expecting them to begin reading. Reading instruction must be viewed broadly, if its ultimate aims are to be realized.[2]

Fernald traces the history of various methods of teaching word recognition, the trait which forms the core of any reading program.

1. The letter by letter method was used from the earliest times of which there are records. The child learned the alphabet and proceeded to spell out the words until he had acquired a sufficient vocabulary to read.

2. The word method was introduced during the sixteenth century. The child was taught whole words prior to formal reading.

3. The word group method, used during the nineteenth century, formed the basis for modern techniques. This method was based on the concept that a child could apprehend a complete sentence at a time.

4. The phonetic method was introduced by William McGuffy toward the middle of the nineteenth century. This method consists of learning phonograms or "families of words."[3]

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[1]George D. Spache, Reading in the Elementary School (Boston: Allyn and Bacon, Inc., 1964), pp 4-26.

[2]Ibid., p. 26.

[3]Grace M. Fernald, Remedial Techniques in Basic School Subjects (New York: McGraw-Hill Book Co., Inc., 1943), pp. 21-24.

Anderson and Dearborn assess each method of word identification:

1. The alphabet or letter-by-letter method is slow and laborious. Since the aim is to arrive at the pronunciation of the word, it is faster and more meaningful to teach the whole word at the outset. This method is essentially a technique in word analysis, and will be of more value after the child has learned to read.

2. The phonetic method is limited in the same manner as the alphabet method. In addition, letter sounds vary in the English language under certain circumstances, and children will eventually come by phonetic analysis through observation as word vocabulary increases.

3. The word method, essentially the "look and say" method, accompanied with picture is the quickest and most direct way to teach basic reading vocabulary and to initiate real learning. Valid criticism to this method is that children might not become as accurate in their attempt to recognize unfamiliar words.

4. The phrase method, an extension of the word method, utilizes a complete phrase in an attempt to cut down on eye fixations. This method is impractical for beginning readers as they are unable at this point to perform such a task. The place for this method is after a child has learned to read fluently.

5. The sentence and story method seek to present the child with a complete thought unit and to proceed from this point to analyze the various parts. Rather than teaching words and sounds in isolation, words are presented in context. Unless these methods make use of various techniques of word analysis, they too will be valuless. Limitations of these methods are that children may not notice individual words and tend to memorize a complete sentence, thus the possibility of forming incorrect word concepts by associating an incorrect word with what is actually seen.[1]

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[1]Irving H. Anderson and Walter F. Dearborn, The Psychology of Teaching Reading (New York: Ronald Press, 1952), pp. 203-257.

Currently, a number of new approaches to reading are in vogue and those previously used are being revised.

> The changes and innovations involving the teaching of reading that are taking place in the public schools are nothing less than revolutionary. Causes for these changes are many, not the least of which are the concern of the general public about reading instruction, the threat of Russian superiority in scientific areas, the resulting improvement at all levels, and the major breakthroughs in a wide variety of areas.[1]

These innovations have been devised in an effort to offset much of the criticism aimed at the Basal Reading Approach to reading. A partial list of the recent innovations are:

1. Instruction in reading using non-basal materials
2. Linguistics in the teaching of reading
3. Teaching reading to pre-school children
4. The Augmented Roman Alphabet[2]

Despite these newer approaches to reading instruction, and the multiplicity of criticisms aimed at it, the Basal Reader Approach continues to be most popular. Attempting to profit from the criticisms made regarding this approach, most publishing companies have tried to renovate their series.

> While basal readers have undergone many changes in recent years, no doubt they will undergo many more changes in the immediate years ahead. Some of the changes may be concerned with vocabulary needs, new types of content, and innovations in skill practice materials.[3]

Some of the criticisms of basal readers are outlined by Austin and Morrison. They report that users of this approach

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[1]Barbe, op. cit., p. 360.

[2]Ibid., p. 361.

[3]Smith, op. cit., p. 99.

feel that the series stifle creativity on the part of the teacher, do nothing to ensure that individual differences will be respected, frequently lead to practices in which a whole class is instructed from the same page of the same book at the same time. These critics feel that the content should provide richer literary fare for youngsters, it is not sufficiently challanging, bare little relation to the realities of children's lives, especially little boys.[1]

Regarding the criticisms directed at basal readers, Carter and McGinnis feel that some are not justified and should be directed toward the manner in which the basal reader is misused by uninformed and careless teachers who have not made adequate use of accompanying guidebooks.[2]

Smith lists some of the mususes of basal readers:

1. Considering the basal reader as the whole program for reading instruction.

2. Using one grade level of a basal with an entire class regardless of the different instructional levels.

3. Setting up the goal of having children cover all pages in a certain reader as the end-point objective of a semester's work.

4. Insisting that children should not work with a reader higher than the grade represented in their classroom so that the book for the next grade level may be

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[1]Mary C. Austin and Coleman Morrison, The First R: The Harvard Report on Reading in Elementary Schools (New York: The Macmillan Co., 1963), p. 55.

[2]Homer L. Carter and Dorothy J. McGinnis, Teaching Individuals to Read (Boston: D. C. Heath and Co., 1962), p. 51.

fresh when he begins to work in that grade.

5. Permitting children to keep their basal in their desks or to take them home, thus providing them an opportunity to become familiar with stories before the teacher is ready to present them.

6. Using the teacher's guide as a detailed prescription to be followed exactly in all its aspects, or on the other hand, disregarding it entirely.

7. Confining reading instruction to reading stories from the reader without sufficient number of interspersed periods of skill development.

8. Failing to keep records of specific skills on which certain children need help, and providing extra practice on those skills over and above that provided.

9. Using the basal reader for busy work in which the children are instructed to read from this book at their seats when they have nothing else to do.

10. Using workbooks indiscriminantly with all children; failing to check workbook activities; failing to develop workbook pages with children who are not able to work independently with them without preceding explanations.

11. Simply directing children to read a story as a routine matter without first building background and stimulating purpose.

12. Requiring purposeless re-reading.

13. Using the content of readers, which is mostly literature, as the sole basis for developing study skills needed in reading the content areas.[1]

Paul Witty expresses the hope that the design for textbooks of the future will provide for greater flexibility and make more ingenious provisions for individual differences through the inclusion of richer and more varied content; that greater attention will be given to concept building rather than to repetition of words in routine patterns; that reading in the

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[1]Smith, op. cit., pp. 99-100.

content fields, critical reading, and reading to satisfy personal and social needs receive greater attention; that there will be an enrichened content for superior pupils, as well as provision for wide use of materials to provide opportunities for application of skills in the subject areas; that school librarians be thouroughly trained in child study to encourage teachers and pupils in the use of library aids as well as to keep teachers informed as to new books and visual and auditory materials.[1]

DeBoer and Dallman make the following suggestions for modifying conventional textbook practice:

1. Reliance should not be placed upon a single textbook for the whole class, nor should reliance be put upon an entire single series.

2. In every class, basal readers designed for many levels of reading ability and containing many different kinds of materials should be provided.

3. Basal readers should not be labeled according to grade level of difficulty, although the publishers' estimates of difficulty may be indicated by some code device.

4. All basal readers should be amply supplemented with general reading materials on many levels of reading difficulty.[2]

Spache feels that the basal readers have much to offer. He feels that in using them, the program offers:

1. Systematic guidance in the development of recognition, comprehension, and vocabulary skills by carefully planned sequential learning.

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[1]Paul Witty, "Reading Instruction-A Forward Look," Teaching Reading: Selected Materials, ed. Walter Barbe, op. cit., pp. 421-422.

[2]Ibid., p. 428.

2. Materials based upon common child experiences and the well-known interests of children.

3. A program that is greatly superior to any that a modern teacher, in view of the breadth of his professional preparation or rather the lack of breadth in the area of reading methodolgy could create.

4. Techniques and materials for determining the readiness of the child to learn to read or to proceed from step to step by easy steps.

5. A basic or core vocabulary that is essential to any beginning or subsequent reading program and knowledge in many fields.[1]

Realizing the values of the basal readers, it should be noted that some of the newer approaches were designed to be used in conjunction with that popular approach.

Glenn McCracken combined the basal series with a visual approach to reading in an effort to improve reading instruction. This approach, also known as the Film Approach, planned text-films which provide at least one frame of material to accompany every lesson in the textbook series. It was felt that every textbook lesson could best be introduced and taught from a large image projected on a screen with the textbooks serving as testing and practice materials. He reports that this approach resulted phenomenal results in reading achievement.[2]

Some Television Approaches utilize the basal readers as their primary reading materials.

The Programmed Approach, designed as an attempt to individualize reading instruction, may also be used to

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[1]Spache, op. cit., p. 72.

[2]Glenn McCracken, "The New Castle Reading Experiment," Reading: Selected Materials, ed. Walter B. Barbe, op. cit., p. 146.

supplement basal readers, or may be used with other approaches.

Approaches to reading instruction making use of non-basal materials are Individualized Approach and The Multi-Level Approach.

The Individualized Approach requires that all children be taught separately, whether they are achieving at the same level or not. Every child reads in books which he selects from a large collection. Reading skills are taught during a couple of brief individual conferences with the teacher each week. Occasional group work occurs when a few children need to learn a new skill at the same time, or when the class share what they have been reading from varied texts and trade books available to them.[1]

Multi-Level Reading Instruction, another attempt at individualizing reading, makes use of SRA Laboratories. These materials are developed on a continuum of the basic reading skills, allow each child to move along the skills track as fast and as far as his learning rate and capacity permit, and provide self evaluation techniques. In this program, the teacher introduces the learning laboratory process to the class and supervises it individually. Through a placement test, each child starts on the skills track at a point where he can achieve success with effort. Continuous built-in testing gives the pupil feedback, reinforcement, or redirection of his learning efforts. This

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[1]Harry W. Sartain, "Research on Individualized Reading," Reading: Selected Materials, ed. Walter B. Barbe, op. cit. p. 378.

program prepares the child to move readily into an individualized reading program.[1]

Linguists have attempted to incorporate their theories with reading instruction. This approach to reading emphasizes basic structural principles of word order and the structural analysis of words presented in beginning readers. Proponents of this approach argue that children come to school with their language pattern already developed; this language should form the basis for reading materials. One school of linguists, the grammarians, insist that beginning reading material should stress recognition of larger speech patterns, structural elements, function words, and grammatical inflections. Such materials would provide more natural sentence patterns which are already being used by young children. The phonologist linguists are concerned with the analysis of the sounds of spoken and written language. Their initial materials are a sequenced presentation of words, graduated according to the regularity of their spellings.[2]

Modifications of the Linguistic Approach include:

1. The Language-Experience Approach which integrates reading into the total language arts program.[3]
2. The Richards-Gibson Approach which emphasizes meaning from the very beginning of reading instruction and presents initial materials in complete sentences

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[1]Don H. Parker, "Multilevel Reading Instruction," Current Approaches to Teaching Reading, ed. Helen K. Mackintosh (Washington, D. C.: NEA, 1965).

[2]Spache, op. cit., p. 117.

[3]Smith, op. cit., p. 81.

accompanied by simple stick pictures.[1]

3. Word in Color which presents the many spellings of each sound in the same color and the many sounds of one spelling in a different color.[2]

The idea that pre-school children can be taught to read has gradually gained widespread acceptance. A variety of methods are being advocated. Among these are:

1. The Denver Approach which begins formal phonic training in the kindergarten. This method correlates initial consonant sounds with context clues as a means of word identification.

2. The Montessori Approach which teaches pre-schoolers to read, write, and solve mathematical problems by sensory training.

3. The Talking Typewriter Approach in which pre-schoolers are supplied with electric typewriters which sound each letter that is struck.[3]

The Augmented Roman Alphabet is an alphabet designed by Sir James Pitman to control the medium in which beginning materials are printed. This alphabet is made up of forty-four characters instead of the traditional twenty-six. The additional characters are similar to the traditional ones to facilitate transfer to conventional orthography once fluency in reading has been attained. All the letters are printed in the lower case form to simplify the medium further. The alphabet is designed to provide a one-to-one correspondence between the most common printed sounds.[4]

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[1]Ibid., p. 90.

[2]Dorothea Hinman, "Words in Color," Current Approaches to Teaching Reading, ed. Mackintosh, op. cit.

[3]Delores Durkin, "An Earlier Start in Reading," Teaching Reading: Selected Materials, ed. Barbe, op. cit., p. 387.

[4]Smith, op. cit., p. 79.

Regarding the various approaches to and methods of teaching reading, Strang and Bracken express the views of most reading experts:

> The teacher's reading approach and method must fit the individual. Some approaches are most effective with some individuals than with others. The same method will not bring results with different children ....If a pupil does not respond well...or has not learned by using it, the teacher may select another combination of methods that may be more effective.[1]

Barbe's views are again noted,

> ...the method is not nearly so important as the teacher who employs it. It is not unlikely that the teachers who were most successful with methods used previously will be the most successful in any new venture.[2]

There are some basic reading skills which must be developed regardless of the approach that is used. These include skills of word recognition, word meaning, study, and fluency and speed.[3]

Smith states that word identification is the most basic of all reading skills. She lists temporary aids and independent techniques as the principal ones in developing word recognition ability. The temporary aids are picture clues and basic sight words. Picture clues are used to a large extent in first reading books, on picture vocabulary cards and in picture dictionaries. Sight words, those words children learn to recognize without the aid of any phonetic technique, are learned by aids of configuration, letter details, interest and pleasant

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[1]Ruth Strang and Dorothy K. Bracken, Making Better Readers (Boston: D. C. Heath Co., 1957), pp. 18-19.

[2]Barbe, op. cit., p. 361.

[3]Smith, op. cit., p. 164.

association, and meaning clues.[1]

The techniques that are of real value to children in successfully attacking words independently are context clues, phonics, structural analysis, and the dictionary. These techniques are more meaningful when developed as an integral part of natural reading situations than in isolated drill.[2]

Unless an individual gets meaning from what he reads, mere pronunciation of words is of little value. Certain skills must be developed if the reader is to get meaning from what is read. These include: (1) literal comprehension, the act of getting obvious and direct meanings from symbols as they appear on the printed page; (2) interpretation, the process of thinking beyond what is written and drawing inferences; (3) critical reading, while including literal comprehension and interpretation, goes further in requiring the reader to evaluate the quality, the value, the accuracy, and the truthfulness of what is read; and, (4) specific word meanings, which involves primary meanings, multiple readings, abstractions, meanings of variant word forms, synonyms, antonyms, similes, and metaphorical language.[3]

Reading study skills are those that form an integral part of the reading process, but are used especially when application of the content is desired. Three categories of skills are needed to study effectually in content areas: (1) common reading

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[1] Ibid., pp. 168-174.

[2] Ibid.

[3] Ibid., pp. 181-241.

skills, those used in all types of reading; (2) common study skills, those skills common to all study situations, involving selection and evaluation, organization, recall of what has been read, location of information, and following directions; (3) specialized factors which include specialized vocabulary in each subject and special study skills for each subject.[1]

Regarding the skills to improve speed and fluency in reading, Smith states that the pace of our present age demands that we read more rapidly. She feels, therefore, that elementary schools should begin nurturing growth in faster rates of reading, together with greater flexibility in using different rates when reading different materials for different purposes.[2]

Speed of reading should be adjusted to different situations in terms of the materials and the purposes for which it is read. There are three categories of rate for reading: (1) relatively fast rate for reading easy materials; (2) relatively slow rate for reading difficult materials; (3) scanning, a process of quickly locating a particular word, phrase, sentence, fact or figure within a selection and (4) skimming, the process of quickly passing over an entire selection to get a general impression of it.[3]

Barbe feels that a child must acquire all the skills if he is to become an independent reader.

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[1] Ibid., pp. 306-345.

[2] Ibid., p. 354.

[3] Ibid., p. 363.

> Developing independence in reading is the goal of all reading instruction. Too frequently overemphasis is placed upon the isolated skills necessary to develop this independence, so that those students for whom the learning-to-read function is fairly difficult frequently give more attention to the technique and sometimes no attention to the major goal of developing independence.[1]

Theories and research regarding reading instruction for slow learning children.--Slow learners, like other children, are aware that reading is a highly valued achievement in school life. Educators agree that these children must be helped to master this skill commensurate with their abilities.

Regarding the reading status of slow learners, Kirk feels that schools are failing to provide an educational system which will encourage them to learn to read so that they will learn to read.[2]

Ingram lists nine abilities that should be developed before a slow learner will be able to read. These include social-emotional aspects of sharing, taking turns, listening, and auditory language; correct enunciation and pronunciation; interpretation of pictures; memory for sentences and ideas; visual memory and discrimination; auditory memory and discrimination; left-to-right eye movements; and eye and hand coordination.[3]

Ingram feels that reading should begin when the child is ready to associate words and ideas with symbols, see likenesses and differences in those symbols as clues to auditory and visual

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[1]Barbe, op. cit., pp. 187-188.

[2]Kirk, op. cit., p. 174.

[3]Christine P. Ingram, Education of the Slow Learning Child (New York: The Ronald Press, 1953), p. 281.

recognition and memory, and attend to beginning reading tasks.[1]

Kirk recognizes three stages of reading which children experience.

1. Reading wholes, in which the child learns whole sentences. The child's first impression is a whole sentence and there are only vague blocks and gaps between them.

2. Learning details, in which the child distinguishes between words. He need not know letters and sounds of letters.

3. Reading without awareness of detail.

Kirk feels that the slow learner is deficient in making inferences by himself, and must be aided in these processes if he is to advance from one stage to another.[2]

As readiness factors are important in determining when normal children should begin reading instruction, such factors are equally important among slow learners.

Ingram says that teachers too often assume that individual attention makes up for the slow learner's lack of readiness. She lists as possible prerequisites of reading for all children the following:

1. A need for the development of experiences to provide adequate language background.

2. A need for changing unfavorable attitudes toward learning.

3. A need for correcting physical defects.

4. A need for helping parents understand the necessary essentials for beginning reading.[3]

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[1] Ibid., pp. 285-286.

[2] Kirk, op. cit., pp. 74-76.

[3] Ingram, op. cit., p. 281.

Johnson lists as an additional prerequisite,

> The individual must have reached the intellectually developmental stage where he has sufficient mental maturity to profit from reading instruction... a mental age approximately six years old.[1]

Carter and McGinnis outline some activities which should prove valuable in developing readiness among these children:

1. They should be encouraged to ask questions and carry on conversations, for in doing this they learn to use words adequately.

2. They should have an opportunity to use their hands in the construction of things of interest and value to them. This type of activity adds to their store of knowledge and at the same time helps them to gain control of their large and small muscles.

3. They can be encouraged to participate in activities which arouse their interest and curiosity. Real and vicarious experiences provided by teachers and parents are needed to accomplish this.

4. They can be stimulated to do what others do. Television, movies, sports, etc. provide opportunities which are beneficial.

5. They can be aided in the development of appreciation, attitudes and social values. Books, movies, television, poetry, music, dramatizations are beneficial.

6. They can be introduced to activities which are directly related to reading, such as printing their names, associating words with pictures, relating stories, assembling puzzles, etc.[2]

Special reading tests should be given to locate the weaknesses of the slow learner. When the diagnosis has been made, the teacher should begin to locate materials needed to help each

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[1]G. Orville Johnson, "The Education of Mentally Handicapped Children," Education of Exceptional Children and Youth, ed., W. M. Cruichshank and G. O. Johnson (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1958), 214-215.

[2]Carter and McGinnis, op. cit., pp. 36-39.

child. It may be necessary for the teacher to provide many simple materials that have personal appeal. Great care should be taken to see that the pupil has reading materials of the level of difficulty appropriate for him.[1]

Johnson states that while materials must be of the appropriate difficulty level, they should also be of appropriate interest level.

> Inasmuch as most pre-primers and primers are designed for normal 6-year-old children and are often about activities in which they commonly participate, they have very little stimulation or interest value for 8-9-10- and 11 year-old mentally handicapped children. Teacher prepared materials and materials prepared by the children under the careful guidance and direction of the teacher must be continued for a much longer period of time than with normal children.[2]

Johnson states that methods for teaching word recognition skills to slow learners vary somewhat from those for normal children. He feels that:

1. Phonetic analysis should be taught as a separate skill as it is not acquired incidentally.

2. The reading matter should be of high intrinsic value and be used to secure information.

3. Oral reading should be continued longer as it supplies the teacher the opportunity to continuously check on the reading abilities and difficulties; it tends to reinforce vocabulary for the child; and it aids in the improvement of pronunciation and enunciation.

4. Comprehension should be continuously tested in every reading lesson.

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[1]Eva Singleton, "Teaching Reading in the Intermediate Grades," Teaching Elementary School Subjects, ed., K. L. Husbands (New York: The Ronald Press, Co., 1961), 71.

[2]Johnson, op. cit., pp. 214-219.

5. Special vocabularies should be continuously developed in regard to occupational and social needs on the secondary level.[1]

Strang and others list as essentials in teaching reading to slow learners; readiness before reading, maintaining a slower pace than for average learners, developing a positive attitude toward themselves and towards reading, trying to understand the slow learner, letting them talk, relating goals of reading that are important to them, providing suitable reading materials and visual aids, making the school program comfortable for them, and providing pre-reading activities.[2]

Strang and Bracken report of procedures that have worked with slow learners. They state that these children have gotten satisfactory results by having a real and immediate need for learning certain words; by being presented with interesting repetition of words to be learned; and by being made aware of the progress they have made.[3]

McCarthy and Oliver report of some practical techniques involving tactile-kinesthetic procedures which have been beneficial and effective in teaching slow learners to read. These techniques are:

1. The Fernald Method in which the child selects his own vocabulary and traces the word with his index finger, saying each part of the word as he traces it. He repeats this process until he can write the whole word without looking at the copy. He writes the word once on scratch paper and then in his story.

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[1]Ibid., pp. 214-219.

[2]Strang, McCullough, and Traxler, op. cit., pp. 342-346.

[3]Strang and Bracken, op. cit., pp. 95-96.

After the story is written, it is typed for him and he reads it in print. When the story is finished, the child files his words under the proper letters in his alphabetically arranged word file. The tracing is discontinued once the child has learned to read and in later stages relies more on oral, auditory, and visual clues.

2. Other tactile-kinesthetic techniques are beneficial. These include learning to read and write simultaneously; arranging letters of various materials into words and sentences; writing with fingers in dry salt and wet sand; writing with a stylus on clay; painting words and numbers on butcher paper with a large paint brush; writing letters in finger paint on oil cloth, glass, plastic, or water color tray; cutting and pasting letters into words or designs; rubbing wax crayons over paper which is placed over sandpaper letters; making sentences with blocks which have words printed on each side; making words on cards by writing a figure in glue or shellac and sprinkling sand over it.

3. With rear projection, children can touch the screen and point to answers without making a shadow. Rear projection is accomplished by making a hinged screen with a mirror on one side and translucent plastic on the other. The screen is spread to a forty-five degree angle on the table with the projector to the side. The mirror receives the image and reverses the picture; the corrected image comes from behind the screen. There is no shadow, as the light beam is behind the screen. There is space where the children can trace words or letters without interfering with the image. Children can copy their own typed stories projected with an opaque projector. Transparencies would provide individual exercises for tracing and copying.[1]

Strang and Bracken define the role of the teacher of slow learners if reading progress is to be made. They feel that there should be a happy relationship between student and teacher; that the teacher must create conditions in which simple kinds of reading is important and necessary; the teacher must pace

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[1]William McCarthy and Joan Oliver, "Some Tactile-Kinesthetic Procedures for the Teaching of Reading to Slow Learning Children," Exceptional Children, 31 (April, 1965), 419-421.

the slow learner's progress correctly; so that the teacher must not push the child beyond his capacity.[1]

Theories and research regarding reading instruction for partially seeing children.--Partially seeing children are first of all children. They are children with the same basic physical, educational, social, and emotional needs as normally seeing children. In discussing these children, emphasis is on their similarities rather than their differences.

Bateman conducted a study in which she investigated the effect of visual defect on the reading and psycholinguistic processes of partially seeing children enrolled in special classes in Illinois, excluding Chicago. She found that in general, reading achievement of these children did not differ from that of normally seeing children. When excessive errors were made by the partially seeing, they were made in the area of distinguishing vowels.[2]

Reading methods and materials for partially seeing children are basically the same as those for normally seeing whose abilities, interests, and needs are similar.

> At first teachers were so fearful that they might increase eye difficulties...that they emphasized the limitations imposed by eye conditions, and efforts were made to work out special methods of teaching... educational procedures for normally seeing pupils were found to be applicable...provided suitable educational media were made available.[3]

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[1]Strang and Bracken, op. cit., pp. 94-95.

[2]Bateman, op. cit., p. 40.

[3]Winifred Hathaway, Education and Health of the Partially Seeing Child (New York: Columbia University Press, 1959), p. 114.

When special media are necessary, they are usually in the form of large print materials and magnifying devices.

> Learning to read is a complex attainment, which is dependent upon recognition of clear visual symbols. It is, therefore, imperative that children with a visual disability have print which they can see. Large type books are available in several of the series. If no large type books are procurable like those in the regular classroom or if the child needs larger type than is printed, the special teacher makes a hand lettered book on cream colored paper with matte finish to coincide with the reader being used....Careful lettering is essential to the making of materials. "The bigger the better" is not the criterion. Letters of the words should be close together and spaces between words distinct and even, to lessen eye movement and give a better comprehension of the whole.[1]

Bateman states that there is no reason to expect reading retardation among partially seeing children as a group, provided suitable materials and appropriate instruction have been available to them from the beginning of their reading instruction. When retardation is found among the children as a group, it is possible that children with very mild defects have been placed in special classes because of a possible learning disability rather than visual difficulty.[2]

Bateman suggests some specific areas in which teachers of partially sighted children might place more emphasis. These include increased emphasis on visual discrimination of vowels; concentration on reading all the visual symbols presented in order to decrease the tendency to omit sounds and words; and particular

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[1]Frederica M. Bertram, "The Education of Partially Sighted Children," Education of Exceptional Children and Youth, ed. Cruickshank and Johnson, op. cit., p. 278.

[2]Bateman, op. cit., p. 14.

effort to eliminate faulty eye movements, within whatever limitations that may exist because of eye conditions, in order to attain maximum speed.[1]

In summarizing theories related to reading needs of partially seeing children, the National Society for the Prevention of Blindness recommends:

1. Careful selection of reading materials in regard to clear type and illustrations, good quality paper, adequate spacing, and maximum contrast between background and print.
2. Provision of large print books where needed.
3. Distance of reading material from eyes to be determined by the child's needs and comfort in seeing.
4. Provision of reader services as the need indicates.
5. Utilization of low vision aids as prescribed by an opthalmologist.
6. Provision for specific exercises in audio training.[2]

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[1] Ibid., p. 42.

[2] National Society for the Prevention of Blindness, "Helping the Partially Seeing in the Regular Classroom," reprint from Sight Saving Review, XXXI (Spring, 1961), 82.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Organization and Treatment of Data

This chapter examines eleven approaches to reading which are currently used to foster reading programs in elementary schools throughout the United States, and determines the degree to which the approaches meet the instructional needs of slow learning, partially seeing children. The list of approaches is by no means exhaustive, but represents those discussed by Nila B. Smith in her text, Reading Instruction for Today's Children.[1]

In reviewing these approaches to reading instruction, the writer takes the view of Smith:

> ...all the proponents of these approaches are motivated by a sincere desire to improve reading instruction.[2]

The writer is also cognizant of the feeling of Hildreth and other reading experts:

> No one claims that reading instruction, with the improvements in methods and materials in the last fifty years, is universally successful. Much depends on arousal of interest in learning and setting up the conditions that make learning possible. In the long run, success or failure in learning to read may prove to depend less on the particular books or methods used than on the teacher's skill in arousing

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[1]Smith, op. cit., p. 164.

[2]Ibid., p. 79.

> the children's enthusiasm for learning and in working with them as individuals.[1]

Nevertheless, it is suggested that any teacher of reading should be informed of the many approaches. She may then choose a particular approach or aspect of several approaches which seem most appropriate for children in her classroom, and then experiment.[2]

While these approaches to reading have been developed for the most part, to meet the needs of all children; some because of their major emphases, appear to have greater implications for teaching slow learners who are partially sighted.

The data presented in this chapter are organized into three sections:

1. The description of each approach to reading in terms of definition, rationale, method and materials of skill development, provision for individual differences, and outstanding features.

2. The instructional needs of slow learning, partially seeing children which are considered by experts to be basic for instructional purposes for the group.

3. The implications of each approach in meeting the basic needs of slow learning, partially seeing children.

The approaches to reading that are analyzed in this study are presented in alphabetical order, by choice of the writer.

The implications that each approach has in meeting the basic needs of slow learning, partially seeing children are represented in Tables: listing the basic needs of the children;

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[1]Gertrude Hildreth, "Learning to Read with McGuffy," The Elementary School Journal, 62 (April, 1962), 370.

[2]Smith, op. cit., p. 79.

and, relating the merits and limitations of each approach in meeting the needs of the children described in the study.

Description of Eleven Current Approaches to Reading Instruction

Definition.--The Augmented Roman Alphabet, more popularly known as the Initial Teaching Alphabet or ITA, is a new alphabet designed by Sir James Pitman and pioneered in British schools to facilitate initial stages of reading instruction. In devising this alphabet, Pitman sought to control the medium in which beginning materials are printed.[1]

The alphabet consists of forty-four characters rather than the conventional twenty-six. Twenty-four of the symbols are the traditional ones, excluding X and Q; fourteen of the augumentations look very much like two familiar letters joined together and are taught as individual characters; the other six are special symbols and represent the remaining characters. The additional characters were designed to provide a one-to-one correspondence between the most common printed symbols and their sounds and to bear a striking resemblance to the traditional alphabet. These features facilitate the transition from ITA to traditional orthography once fluency and confidence have been attained. The alphabet is further simplified by the use of a consistent form for each character, i. e., there is only one shape for capital, lower case, or script letters. When capital

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[1]Helen Robinson, "Beginning Reading," The Elementary School Journal, 63 (May, 1963), 419.

letters are needed, ITA uses a larger version of the lower case form.[1]

Rationale.--Pitman in developing this medium felt that by simplifying the beginning stages of learning to read and write, children would be prevented from experiencing difficulty and failure, and thus have a more positive attitude toward reading. With the consistencies inherent in this medium, sounds of letters and letter combinations can be introduced earlier, thereby allowing children to become independent readers earlier. It was felt that whenever a child saw a symbol, he would read it in a more meaningful way. Thus primary materials printed in this medium need not be controlled by vocabulary, as are traditional beginning materials. Materials printed in ITA also make it possible for children to pursue materials broader in content, thus providing more interesting stories earlier.[2]

Methods and materials of skill development.--Since ITA is basically a medium for rather than an approach to reading instruction, special methods and materials are unnecessary and traditional materials and procedures may be adapted to utilize the medium. Sounding skills are developed earlier, because of the phonemic nature of the alphabet.[3]

Recently, however, proponents of the medium have encouraged the publishing of special materials to be used. These materials would not be limited in vocabulary presentation and

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[1]The Story of ITA (New York: ITA Publications, Inc., 1965), p. 2.

[2]Robinson, op. cit., p. 419.

[3]The Story of ITA, op. cit., p. 2.

content of story. Currently, such materials are being published. These materials consist of readiness and sequential and transitional materials designed for use in a primary program.[1]

Provision for individual differences.--Traditional methods of grouping to provide for individual differences may serve effectively at the beginning of the program using ITA materials. However, to be of significant value, individualized instruction must be the goal since children will progress and reach the stage of transfer to traditional print at varying times.

Outstanding features.--Analysis of this approach indicates these major emphases:

1. Consistent sound value of each character.
2. Consistent form of each character.
3. Allowance for successful attempts at beginning reading.
4. Development of sounding skills earlier.
5. Additional characters to provide a one-to-one relationship between letters and sounds.
6. Necessity for discarding old learnings to acquire new ones.
7. Initial materials uncontrolled by vocabulary or breadth of story content.

The Basal Reader Approach

Definition.--The Basal Reader Approach forms the core of the American reading program in that it is the most widely used approach to primary reading instruction. This approach is a comprehensive on which is carried on through the use of a

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[1] Ibid.

coordinated series of sequential textbooks designed to introduce and develop reading abilities and fundamental skills.[1]

The program is guided by three objectives; scope, sequence, and organization. Scope concerns the range of skills which the student needs to acquire and the content types and themes with which he needs to be acquainted. Sequence deals with the order given to the program, so that each developmental stage grows out of those preceding and at the same time serves as a foundation for the ones to follow. Organization brings into proper relation the components of the program so as to ensure a program having unity and coherence.[2]

Johnson lists four criteria which the Basal Reader Approach meets:

1. The reading materials are presented and embodied in a basic series.
2. The instructional procedure is teacher to group.
3. Grouping is consistent over a period of time, although individuals within a group may move to another group.
4. Skills are developed in a sequence suggested by the basal reader.[3]

Rationale.--Those who defend this approach to reading do so on the basis that it provides even for inexperienced and unresourceful teachers a systematic and orderly method of

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[1]Austin and Morrison, op. cit., p. 54.

[2]A. Sterl Artley, "Basal Reading Series," Current Approaches to Teaching Reading, ed. Mackintosh, op. cit.

[3]Rodney H. Johnson, "Individualized and Basal Primary Reading Programs," Elementary English, 42 (December, 1965), 902-903.

developing skills, and all the abilities and understandings which are needed in a reading program. It is concerned with and emphasizes all aspects of the reading act. Through this all inclusive program, children grow in reading as a process, and through reading to higher levels of personal and social development.[1]

Although the instructional plan varies somewhat for each series, the reading skills developed through this approach generally include those designed to build reading vocabulary to increase reading interest and an appreciation for books; to develop word recognition, comprehension, and critical reading; and to develop oral and silent reading skills. No other established program is so comprehensive.[2]

Methods and materials of skill development.--Basal readers use the eclectic method of developing skills. Following a period of reading readiness, children are introduced to the pre-primers, in which the story is carried largely by pictures, to lead to the recognition of a few words. Gradually, additional words are introduced and repeated often enough to become familiar to and quickly perceived by the reader. Sentences are simplified until enough words are mastered to provide increased diversity. As the child advances, pictorial clues are reduced and the text carries the story through increasingly difficult words and complex sentences. Skills are reinforced by the use of graded work books, and sentences are checked at intervals by

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[1]Artley, op. cit.

[2]Austin and Morrison, op. cit., p. 22.

test which accompany the series.[1]

When a basic sight vocabulary of fifty to seventy-five words is built largely through pictorial, contextual, and configuration clues; more independent word attack skills such as phonics and structural analysis are added. Emphasis is on meaning throughout the basal program. All the word identification skills are accompanied by word meaning skills including literal comprehension, interpretation, critical reading, and specific word meanings.[2]

Materials used to develop basic reading skills is the basal reading series. This series consists of reading readiness materials; graded readers; accompanying workbooks; word, phrase, and sentence cards; films and film strips; parallel storybooks; and various reading tests.[3]

In basal reader materials, the vocabulary is carefully controlled from book to book; and, the number of repetitions is in accordance with generally accepted standards. This control is designed to aid the reader in acquiring fluency in reading and it also aids in the development of progressive eye movements. The controlled vocabulary also tends to promote true reading in that it is accompanied by meaning and/or reasoning as opposed to word calling.[4]

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[1]Robinson, op. cit., p. 417.

[2]Ibid.

[3]Austin, op. cit., p. 55.

[4]Spache, op. cit., p. 115.

The content of basal reader stories consists of experience stories, literary selections, informational articles, and recreational materials. Generally, the primary stories revolve around home and the community. Gradually the content of each successive book becomes broader in scope and more complex in nature, yet, continuity is maintained from book to book. The content of the stories is built on what is thought to be the interests of the children for whom they are intended. Most stories are written in an appealing and interesting style and conform to acceptable standards and are colorfully and beautifully illustrated.[1]

Provision for individual differences.--In an attempt to individualize instruction, teachers who make use of this approach group the children according to some criteria. The children may be grouped according to ability, needs, interests, or social choice. Regardless of the criteria used for grouping, more progressive teachers view such groups as flexible and tentative.

Outstanding features.--Distinguishing characteristics of the Basal Reader Approach are:

1. Planned readiness program.
2. Carefully graded materials by reliable standards.
3. Comprehensive skill development program.
4. Systematic organization of materials and skill development.
5. Carefully controlled vocabulary.

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[1]Robinson, op. cit., p. 419.

6. Possibility of advantageous use by all teachers.

7. Inclusive in its provision for total reading program, including materials for skill development, for evaluation, and for reinforcement of learnings.

8. Continuity of growth in reading skills.

9. Materials built on projected interests and needs of children.

10. Provision of guides for teachers' use.

The Denver Approach

Definition.--This approach to reading was devised by Paul McKee and Lucile Harrison of Colorado State College. Its purpose was to develop a systematic approach to reading to be used at the kindergarten level. The approach combines initial consonant sounds with context clues as a means of word identification.[1]

Rationale.--Increasingly, greater numbers of children are coming to first grade with the ability to read with no formal training. The Denver Public School System, recognizing this trend, felt that a planned program of beginning reading instruction in the kindergarten might produce greater numbers of children who could learn to read successfully in the home or in the kindergarten.[2]

Traditionally, formalized reading was delayed because it was the custom to begin reading in the first grade; it was felt that a planned program of beginning reading instruction in the

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[1]Smith, op. cit., p. 95.

[2]Joseph E. Brzeinski, "Beginning Reading in Denver," The Reading Teacher, 18 (October, 1964), 16.

kindergarten was significant to the fact that the eyes were not sufficiently developed to read; and it was felt that they did not have sufficient listening vocabulary to enable them to get meaning from reading. However, with television and rich and varied experiences available to children before they came to school, the delay is no longer justified.[1]

The materials and activities developed by McKee and Harrison were based on the concept that kindergarten children know the sounds and meanings of many thousands of words. However, children do need to be taught the sounds they know are represented by the particular letters and letter combinations in printed words. These skills, in connection with contextual clues, provide early steps toward independent reading.[2]

Methods and materials of skill development.--The method of developing skills involves giving the child practice in making use of spoken context, in listening for consonant sounds, in making letter sound associations, in using together spoken context and beginning consonant letter or letters in order to supply a word the teacher omits, in combining spoken context and the beginning consonant or blend to decide what the word says.[3]

In this approach, parents take an active part. It was felt that since parents carry on informal activities which

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[1]Robert L. Hillerich, "Kindergartens Are Ready! Are We?" Elementary English, XXXXII (May, 1965), 569.

[2]Brezeinski, op cit., p. 17.

[3]Smith, op. cit., p. 96.

contribute to children's early reading ability, more formal systematic activities might produce greater results. The parents are instructed in ways to work with their children by way of educational television programs. These programs are correlated with a manual, Preparing Your Child for Reading. The manual contains and presents the basic instructional plan and contains the necessary special materials normally not found in the home. The activities include suggestions for games in supplying missing words in oral sentences, in listening for similar letter sounds, and pictures for use in teaching the alphabet, and phonic cards for teaching the sounds of letters. The television program gives further instruction and advice in the use of these materials. The materials used at home are similar to and develop the same concepts as those used and developed at school.[1]

The program leads the child to make great use of initial consonant sounds and context clues for word recognition through the following steps. The teacher is directed to:

1. Begin training in auditory discrimination in kindergarten by emphasizing comparison of initial sounds of objects, children's names, and the like.

2. Teach children to relate name of initial consonant and its sound, for example, "Mary's name starts with an M."

3. Develop a key word for each initial consonant sound. Select a drawing of an object beginning with particular sound. Outline drawing with heavy lines, forming the initial letter. For example, an upright bat and an adjacent ball can be thus transformed into a lower case b. In using key word chart, refer to letter by name only, not by sound, for example, letter b as in ball, not buh as in ball.

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[1] Brzeinsky, op. cit., 17.

4. Practice recognizing words from context by allowing children to supply a word in a sentence of a story that is read to the class. Select words beginning with a particular consonant in each story, thus practicing with only one consonant sound at a time, in words in the pupil's auditory and speech vocabularies.

5. Help children to associate both use of context and sound of initial consonant in act of recognizing words in oral context read to them.

6. Begin simple reading materials, experience charts. Urge children to see their two word attack skills for word recognition.

7. Expand usefulness of initial consonant approach by teaching the substitution technique, for example, "This boy's name is just like the word back except for the first letter. His name begins with the j sound as in jump. Put the j sound in place of the b in back, and tell me the boy's name."

8. Make no attempt to teach vowel sounds.[1]

Provision for individual differences.--In this approach, no special provisions are made for individual differences. However, it is assumed that the children might be grouped, according to certain criteria, for purposes of instruction.

Outstanding features.--Outstanding features of the Denver Approach include:

1. Make use of the children's background of experiences and language development which are acquired prior to entrance in school.

2. Emphasizes a planned, systematic pre-reading program.

3. Emphasizes a systematic program of phonic training in initial consonant sounds.

4. Combines initial consonant sounds with context clues for word recognition.

5. Has a definite, active part for parents to play in developing skills.

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[1]Spache, op. cit., pp. 304-305.

6. Teaches children letter names and allows them to relate name of initial consonant with its sound.

7. Develops auditory skills.

The Film Approach

Definition.--The Film Approach to reading, developed by Glenn McCracken, is a visual approach. It correlates film-strips and moving pictures with a basal reader as its media for reading instruction.[1]

Rationale.--The author of this approach felt that while America had made great strides in science and technology, it had not found effective ways of teaching reading. He and others in New Castle, Pennsylvania, in an effort to meet the challange, developed a new approach to beginning reading, a correlated-visual-image approach. As the projection screen proved to be such an excellent medium for teaching phonics, more and more was added until a visual-phonics approach resulted.[2]

This approach denies the need for a readiness program. Activities that are usually developed during the readiness period are incorporated within the formal reading activities.[3]

This approach also denies the need for grouping. Proponents feel that the slower children benefit from the brighter ones during the daily class discussions. Those who use this approach report that the materials are presented in such an

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[1]Smith, op. cit., p. 87.

[2]Glenn McCracken, "Reading Instruction for the Space Age," Education, (May, 1960), 545-546.

[3]Ibid., p. 546.

interesting, imaginative, and modernized way, that nearly every child can become a good reader.[1]

Methods and materials of skill development.--The approach uses filmstrips (textfilms) which were designed to accompany, page by page, the entire content of selected primary basal reading texts. There is at least one film frame for every reading lesson in the books. There is also a textfilm manual which suggests daily teaching procedures to the teacher. The textfilm frames include condensed versions of the new reading stories appearing in the books. They also include all the new vocabulary and reading skills exercises.[2]

The textfilms differ from the reading texts in that the details of the film lessons are arranged to prevent the pupils from working out the lessons correctly in the textbooks. Textfilms and textbooks also differ in that only part of the textbook practice material is included on the film so that there is added interest and additional testing material when the pupils transfer to the books.[3]

All the initial reading instruction takes place at a projection screen where every lesson appears as a large life-like color image. The books are used for extended practice only.[4]

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[1] Ibid.

[2] Ibid.

[3] Smith, op. cit., p. 146.

[4] McCracken, op. cit., p. 546.

The film version of the lesson is flashed on the screen after the room lighting has been dimmed. Teacher and pupils engage in discussion of everything appearing on the screen. The story title is discussed as to why certain words begin with capital letters and others do not. The picture is discussed at length, debating various elements being portrayed. The story itself is then discussed.[1]

In talking about the story content, the children carefully examine each paragraph, finally arriving at class agreement upon why first sentences are indented, why some words begin with capital letters, and why certain punctuation marks are used. In examining various words, certain children go to the screen and mark off with chalk, the beginning, medial, and final consonant sounds that are in the words. They pronounce these letter combination sounds as they work with them, and finally show how the sounds go together to form words.[2]

When all the children understand the pronunciation of each word, they have practice in reading the various sentences fluently with proper enunciation and with comprehension. Next the pupils transfer their attention to the textbooks where the teacher tests their ability to read their new words as they appear in different situations.[3]

Provision for individual differences.--No provisions are made for individual differences in this approach. The class

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[1] Ibid.

[2] Ibid.

[3] Ibid., p. 547.

organizational pattern is teacher to entire class. Those who defend this practice feel that slower pupils will benefit from whole class discussion and there is little need for individualized instruction. When a concept is not comprehended by one pupil, the whole class goes over it until it is understood by all.

Outstanding features.--The Film Approach is distinguished by the following features:

1. All work is introduced at the screen which is large enough for all to see, thus focusing every child's attention on a common image.
2. Textfilms are correlated with the textbook, making for an interesting, novel presentation.
3. Oral discussions stimulate language development.
4. The method makes use of a medium which has high interest appeal.
5. Since films are correlated with the basal text, the approach features the same aspects of the Basal Reader Approach.
6. It provides for a systematic approach to phonic training.
7. It correlates all language arts with reading.
8. There is clarity of presentation.
9. There is correlation of readiness activities with the formal reading program.
10. The need for ability or other means of grouping is denied.

The Individualized Approach

Definition.--The Individualized Approach to reading attempts to focus attention on each child; first by allowing him to select his own reading materials, by allowing him to read at his own

pace, and by allowing him opportunity to confer with his teacher for instructional and diagnostic purposes alone and/or in a group. Ideally, this approach makes possible maximum flexibility in adjusting reading instruction to individual abilities, interests, and needs.[1]

This approach is described by Johnson as meeting the following criteria:

1. Reading material is self-selected by the child with the general guidance of the teacher.
2. The instructional procedure is one-to-one, i. e., teacher to pupil conference.
3. Grouping is flexible and focused on specific tasks for special youngsters at specific times.
4. There is a non-sequential skill development program.[2]

Rationale.--Willard C. Olson's study of the variability in child growth patterns led him to suggest three major principles in effective reading: seeking; self-selection; and self-pacing. Olson theorized that each child carries within himself the seeds of a drive for maturation and pattern development. Consequently, skills, habits, and attitudes are not to be imposed from without, but are acquired at the natural pace and in accordance with a child's readiness. Motivated by internal needs, the child will attempt to read those materials suited to his needs and interests and will progress in level and skills as his growth pattern and readiness for new learnings

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[1]Austin, op. cit., p. 87.

[2]Johnson, op. cit., p. 904.

permit. By individualizing reading instruction, some means of dealing with these problems may be found: (1) the range of individual differences; (2) the creation of permanent reading interests and tastes; (3) the avoidance of the harmful effects of inter-pupil competition and rigid academic standards.[1]

Proponents of this approach deny the effectiveness of basal readers as the foundation of reading instruction. Basal readers, it is felt, are imposed upon the child from extrinsic considerations of learning. To be effective, reading instruction should find its guides to practice from within the child.[2]

The Individualized Approach emphasizes success and satisfaction for the learner and asks for constructive language and approval techniques from the teacher. The teacher has no common expectation for children and little faith in effectiveness of grouping or special methods designed to have children learn more, earlier.[3]

Methods and materials of skill development.--In this approach, formal reading instruction is preceded by a period of orientation. During the orientation period, the children learn basic sight words through experience stories, word and letter games, picture dictionaries, and other materials, including reading texts. When a child is ready, he is allowed to select

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[1]Spache, op. cit., p. 94.

[2]Willard C. Olson, "Individualized Approach," Current Approaches to Teaching Reading, ed. Mackintosh, op. cit.

[3]Ibid.

pre-primers and/or other books from an abundance of avialable reading materials.[1]

Word recognition and comprehension skills are taught inductively, but the teacher does so without using the same story for every child in the group. She may use the same techniques that the basal reader system uses, but they are taught only as the needs for them arise among the pupils. The sequence of learning are included in the personal skill development pattern, as each child reads many stories.[2]

After the pupils have begun formal reading, the following activities are carried out during the reading period:

1. Individualized conferences, averaging five minutes are held between the teacher and a child. At this time the student's reading list is checked to note progress and some of the books which he has read are discussed. The child may read orally to the teacher, and any difficulties can be corrected. A comprehensive check is then made. A notebook sheet or card is kept for each child so that progress and deficiencies can be noted during or after the conference. Help may be given in the selection of books suitable to the child's reading level and interests.

2. When not in conference or otherwise engaged, the child reads independently at his seat or selects a new book from the shelf.

3. Teaching sessions with small flexible groups are held from time to time to teach skills. The composition of these groups depends upon the teacher's conference notes, diagnostic reading test data, and observations.

4. Short periods are set aside for the sharing of reading experiences among the members of the class.

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[1]Austin and Morrison, op. cit., p. 27.

[2]Ralph C. Staiger, "Some Aspects of Individualized Reading," Education, 60 (May 1960), 528.

Motivation for future reading takes place.

5. Some children will work on their own reading lists in their notebooks or will be adding words to their vocabulary lists.

6. Creative work growing out of common reading experiences may be going on in small groups.[1]

In individualized reading the teacher continues a cultural approach. Appropriate books for browsing are available from the beginning. There is conversation, storytelling, and reading aloud. Simple labels and sentences help to identify things or experiences. The teacher will provide in the classroom, often with the child participation, a supply of books varied in range of difficulty and interest. Ideally, there will be access to a larger supply of books. From the books children will seek according to their readiness, needs of the moment, and general interest. Rapid growers will seek many difficult books, and slow growers, few and simple ones.[2]

Provisions for individual differences.--The class organizational pattern of the Individualized Approach is one to one, i. e., teacher to child. This enables each child's individual needs to be met as they arise. However, grouping for various reasons does have a place in this approach to reading. The difference being that there are no fixed groups. When grouping takes place, it is because there is a definite need.

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[1]N. Dean Evans, "Individualized Reading-Myth and Facts," Teaching Reading: Selected Materials, ed. Barbe, op. cit., pp. 375-375.

[2]Olson., op. cit.

Outstanding features.--Dolch lists five implications of an individualized approach:

1. The children are at their seats or at reading tables rather than a group before the teacher.

2. Each child may have a different book which he has selected himself.

3. Each child receives the individual help he needs from the teacher or teacher helper as he needs it.

4. There is always a "sharing period" during which each child shares something of what he has learned with other children or with the whole group.

5. Certain skills, when needed, are taken up the whole class or in a group session.[1]

Other features of this approach include:

1. Each child proceeds under his own motive and desire, and learns independently.

2. Each child reads at his own pace and is not under pressure.

3. Children have access to an abundance of available reading material.

4. Each child is impelled by his own maturational drives to seek success and enjoyment in reading.

5. Children are led by their seeking to read a well balanced variety of books that meet their personal needs.

The Language Experience Approach

Definition.--The Language-Experience Approach to reading is a broad-fields program, bringing together all elements of the language-arts program. In this approach, there is an attempt to integrate the communication skills of speaking, writing,

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[1]Edward W. Dolch, Individualized Reading vs. Group Reading (Champaign, Ill.: Gerrard Publishing Co., 1961).

and listening. The plan for reading instruction is based on the oral and written expressions and identified needs of each child.[1]

While Betts spoke of such an approach as early as 1946, its development as currently used is attributed to Dr. R. Van Allen, who, in conjunction with teachers in San Diego County, California, developed pratical ways of applying the theory and philosophy inherent in such an approach.[2]

Rationale.--The Language Experience Approach to teaching reading recognizes in daily practice that learning is based upon the experience of the learner. The teacher recognizes that each child brings to school a unique language personality, and he tries to preserve the individual's personal language at the same time that certain common understandings and skills are becoming a part of the child. In other words, the thinking and language of the individual child, based upon his own experience, form the foundation for all skill development.[3]

Proponents of this approach view reading as simply one of the language media through which the child communicates, rather than as a group of closely interrelated skills which are significant in their own right. Emphasis upon reading skills and

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[1]Austin and Morrison, op. cit., p. 26.

[2]Marjorie A. Crutchfield, "In Practice: The Language-Experience Approach to Reading," Elementary English, XLI (March, 1966), 285.

[3]Mimeographed notes secured from the Briefing Session for the State Summer Re ding Program held at the University of Georgia, Athens, Georgia.

applications per se may be relatively slight, as reading is considered a subordinate element in the various language skills. Equal or greater emphasis is placed upon speaking, listening, and writing than on reading.[1]

The basic motivation is approached through the child's realization that his oral language is based on thoughts and experiences as well as the ideas of others and can be written and thus read. This self-realization has been expressed by Allen as:

> What I think about, I talk about.
> What I can say, I can write.
> What I can write, I can read.
> I can read what I write and what other people can write for me to read.[2]

Methods and materials for skill development.--This approach recognizes that the oral language and thinking of each child are basic ingredients in word recognition throughout the grades. In this program:

> the thinking of each child is valued-----which leads to expressing his thinking in oral language-----which can be represented in written form (or dictated)-----which can be constructed (read) by the author-----which leads to reconstruction of written language of others-----which should influence thinking and oral language of the reader so that his spelling, writing, and reading improve.[3]

The approach requires that each child be given opportunities to work individually with the teacher, in small groups, and in the total class group. In each situation the child is expected

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[1]Spache, op. cit., p. 132.

[2]Spache, op. cit., p. 132.

[3]R. V. Allen, "Language Experience Approach," Current Approaches to Teaching Reading, ed. Mackintosh, op. cit.

to express and record his own thoughts, ideas, aspirations, and ideals as well as to read and understand the thinking of others. His own expression is encouraged through the use of a variety of media such as painting, speaking, and writing.[1]

The child's first instruction is intended to help him see that reading is merely speech written down. He sees his own speech written down by the teacher; his own thoughts expressed orally, become the words and sentences that form the materials of his beginning reading. Instruction is focused more sharply than usual on oral language, viewing it as a base so fundamental that little success can be expected in reading or writing unless children have developed proficiency with oral language.[2]

Student-prepared materials are used as basic sources of reading, along with printed materials which are developed for general reading and the expressed purpose of teaching reading skills. The use of all kinds of books is necessary for the child to get a balanced program of reading and to increase his skills of word recognition and comprehension of reading. The child makes progress in reading and writing through self-expression. He evaluates his progress as he uses materials prepared for teaching reading skills.[3]

The following sequence is the pattern of instruction:

1. Initially, the child expresses his own experiences in some graphic form such as drawing, painting, etc.

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[1]Mimeographed notes secured from Briefing Session, op. cit.

[2]Ibid.

[3]Ibid.

2. He next tells his experience, which he portrayed, to the teacher and/or other children.

3. He dictates his story about the picture to the teacher in his own words. The teacher writes down his words under the picture.

4. The next step is for the child to copy his own dictation from the teacher. Gradually he writes his own stories more independently with help from the teacher.

5. After he has written his own story in his words, he then reads his story. His written stories and those of other children in the class become the reading materials of the classroom.

6. Gradually, commercially prepared books are introduced as reading materials. The child understands that he can read what others have written to get ideas which he might later speak and write about.

7. Understanding of the alphabet, phonetic analysis, configuration analysis, and structural analysis skills are all introduced in the writing program first and later reinforced in the reading period. Spelling is also taught in the writing program. Control of vocabulary rests in the language of the individual child as he speaks, listens, writes, and reads. All of the skills of listening, speaking, reading, and writing are related to one another and learning in one area reinforces the development of the other skills.[1]

Phonics instruction is developed on a "say it- see it" basis, in which the child gradually learns how to represent by letters the sounds he wishes to record on paper. Rules and generalizations are not taught deductively by the teacher, but are discovered spontaneously by the pupils. Phonic elements, when emphasized by the teacher, are done so with an individual or in a small group. Then emphasis is on translating sounds of oral language into written form. There are no formal periods

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[1] Ibid.

of instruction in phonics, spelling, or handwriting. Assigned or suggested reading is directly related to the purposes and needs of the group. There are no predetermined sequences of training in word recognition or word meaning skills, but are introduced only as children appear to need them in writing and reading their own and other materials. Dictionaries, charts, and other sources of words offered freely as needs arise. Recreational reading in class or home is encouraged by the provision of a wide variety of materials and resources.[1]

Provision for individual differences.--In this approach, instruction is individualized to permit each child to express his own ideas through various art media, writing, and speaking. Each child is allowed to work individually with the teacher, where reading progress is recorded. Small groups, based on common interests and needs, may be formed. Total class participation also has a place in listening, discussing, evaluating, as needed, for the presentation of certain basic skills.[2]

Outstanding features.--The Language-Experience Approach includes three major emphases:

1. Extending experiences to include words that express them through oral and written sharing of personal experiences, discussing selected topics, listening to and telling stories, writing independently, and making and reading books.

2. Studying the English language through developing an understanding of speaking, reading and writing relationships, expanding vocabularies, reading a variety of symbols in the environment, improving style and form of personal expression, studying words,

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[1]Spache, op. cit., p. 139.

[2]Crutchfield, op. cit., p. 285.

and gaining some awareness of the nature of the English language.

3. Relating ideas of authors to personal experiences through reading whole stories and books, learning to use a variety of printed resources, summarizing, outlining, reading for specific purposes, and determining the validity and reliability of statements.[1]

The Linguistic Approach

Definition.--Linguistics, the study of human speech, is a science having to do with the origin, nature, modification, and structure of language. It is concerned especially with patterns of speech, vocal habits, and systems of sound symbols.[2] In recent years, certain linguists have attempted to apply the linguistic theory to the teaching of reading.

Linguists view reading as recognizing the patterns of symbols on a page and turning the stimulus into speech. While they agree that the ultimate goal to be sought in reading is to get meaning from the printed page, they oppose the eclectic method of emphasizing meaning from the very beginning of reading instruction. They feel that this definition includes too much, and is in itself, an obstacle to systematic and logical teaching of reading. They contend that it is speech that carries meaning to the reader. The rest of what is done is thinking stimulated by the marks one recognizes.[3]

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[1]Allen, op. cit.

[2]Smith, op. cit., p. 88.

[3]Ruth G. Strickland, "Language, Linguistics, Reading," Elementary English, XXXXII (December, 1965), 844.

In formulating a definition for the Linguistic Approach, it must be noted that there are two distinct school of linguists who have emphasized direct applications of their studies for reading instruction. These are the phonologists, who are concerned with the analysis of the sounds of spoken and written language; and the grammarians or structuralists who are concerned with the structural principles of word order.[1]

The phonologists' approach would emphasize the sound features of the language. There would be a phonemic-graphemic correspondence, i. e., the matching of sound to letter. They have sought to minimize the irregularities in English spelling. The materials are developed for beginning instruction by using the most frequent spelling for a sound in a word. Their reading materials are a patterned presentation of words graduated according to the regularity of their spellings. This approach differs from the phonics approach in that the former emphasizes the correspondence of a sound-sequence to a printed word, while the latter emphasizes the correspondence of a sound to a letter.[2]

The structuralists' approach to reading emphasizes the morphological and syntactical features of the language. Proponents of this approach consider grammatical structure as being basic in learning to read. This approach makes use of beginning materials which would stress recognition of larger speech patterns, structural elements, function words, and

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[1]Spache, op.cit., pp. 117-118

[2]Lorene B. Hull, "New Readers for a Linguist Approach to Beginning Reading," Elementary English, XXXXII (December, 1965), 884.

grammatical inflections. Such materials would provide more natural sentence patterns which are already being used by young children in their oral speech.[1]

Rationale.--The science of linguistics has many implications for the teaching of reading. Reading is language, and the teaching of reading must be based on the best available knowledge of language.[2]

There are many principles that make up the discipline, but Veatch feels that the most outstanding ones are the following:

1. Priority of Spoken Language. As living language is the root of spoken language, then sopken language is prior to all written language. Thus, experiences should be used as a beginning in the instruction of reading. Each child listens and talks before he reads and writes. He comes to school with his language system majorly under control and has learned to communicate his thoughts by speech in his own way. The school's job is to teach him to read and write that which he hears and speaks. Reading readiness practices that fail to use the experiences which children bring to school deny the truth of the major linguist principle of the priority of spoken language.

2. Sentences Make Words Rather Than Words Make Sentences. This principle gives the teacher even greater support for using the child's own language to teach the skills of reading and writing. Correction of errors in oral or silent reading is greatly simplified when the teacher refers the child to his oral language to discover his own errors. This principle reinforces the good teaching principle that discovery is a first order of business in learning. It places the learning of rules of grammar and structural analysis last.

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[1]Spache, op. cit., p. 118.

[2]Kenneth S. Goodman, "The Linguistics of Reading," Elementary School Journal, 64 (April, 1964), 355.

3. The Alphabet Principle and Spoken Language. This principle takes advantage of the regularity and dependability of letter sounds in words. All the letters of the alphabet can be accounted for in certain words. The alphabetic principle means one letter-one sound. The facts about letter sounds should be taught to children by means of discovery. When teachers use the actual words of children, the teaching of letter sounds becomes more exciting. The practice of teaching letter sounds can begin at a far earlier age than has been thought possible. Comprehension is not lost if letter sounds are taught using children's own language.[1]

Beginning reading should be taught by the whole word method and by the use of letter sounds. The limitations of vocabulary control of basal readers have forced a sterility of content which should be overcome by more effective methods and materials.[2]

Methods and materials of skill development.--The method of developing skills that those of the phonologist school recommend is a systematic scheme of teaching symbol-sound correspondences with constant use of oral reading. This method follows this sequence:

1. The child learns first the upper and then the lower case forms of the alphabet so that they can name each rapidly and accurately.

2. The child is provided with intensive practice in oral reading of regularly spelled words and sentences composed of these words. These are one syllable words, made up of the consonant-vowel-consonant pattern.

3. Upon mastery of the earlier lessons, the child is taught words using consonant blends, pairs of vowels, and common irregular spellings.[3]

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[1]Jeannette Veatch, "Linguistic Instruction in the Teach- of Reading: Kill or Cure," Elementary English, XXXIX (March, 1962), 231 236.

[2]Ibid., p. 236.

[3]Charles C. Fries, Linguistics and Reading (New York: Holt, Rinehart, and Winston, Inc., 1963), pp. 186-188.

At the beginning stage, there is no emphasis on 'reading for meaning'. There is little or no story content until the child has had many lessons of this nature. At this stage, it is felt that recognizing words is sufficient motivation. By the time mere word recognition ceases to be exciting, the child would have built a sufficient vocabulary to read stories. This initial process is solely that of turning the stimulus of graphic shapes into speech. Beginning materials have been published by Fries and other phonologists based on their interpretation of the reading act.[1]

Other linguists recommend that the child begin with experience stories until he has acquired a vocabulary of basic sight words and then follow the sequence recommended by Fries. They would, however, include some irregularly spelled words in order to make possible good story content for beginning readers.[2]

Structural linguists oppose the practice of teaching word recognition skills at the beginning of reading instruction. They feel that the child should be taught to read by relating large units and patterns of speech to the printed page. Children should be taught to react to signals such as capital letters and punctuation marks, to the order and grouping of words, to the importance of modifiers and to grammatical inflections of number, tense, and possession. Children should be

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[1] Ibid., 201.

[2] Strickland, op. cit., p. 145.

taught the normal sentence order of subject, verb, completer. They would also learn the great variety of variations upon this normal sentence order, possible through the use of function words to signal additional elements.[1]

Some current structural linguists have published materials in keeping with their theories. These include:

1. The Smith-Stratemeyer materials in which words in phrases and sentences are presented as units in a list, rather than as isolated words. They also include exercises in "syntax expectancy" by presenting a sentence pattern complete except for one item. The child fills in the space with his own word or one suggested by the author.

2. Beulah Stolphen's series of word blocks. Each block has, for example, nouns for things; nouns for persons; verbs, adjectives, etc. By arranging the blocks so that they "make sense", the pupil discovers the formula of the basic sentence pattern, i. e., noun+verb+noun, and the noun phrase pattern, determiner+adjective+noun.[2]

Provision for individual differences.--Linguistics Approaches to reading offer very little, if any, help on either understanding individual differences or how to provide for them.[3] They assume that all children come to school with an abundance of language development, when in reality, such is not the case. However, provision for individual differences is implied in that each child comes to school with his own unique language patterns, and emphasis in this approach is on making use of the language which an individual possesses.

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[1]Spache, op. cit., p. 119.

[2]Hull, op. cit., p. 885.

[3]Emmett Albert Betts, "In Perspective: Reading and Linguistics," The Reading Teacher, 18 (December, 1964), 22.

Outstanding features.--Outstanding features of the Linguistic Approach are:

1. The Linguistic Approach recognizes the fact that children already know much about language and how to use it before they come to school.
2. This method makes use of this language development in developing its beginning materials.
3. Linguistic methods teach rules and generalizations inductively.
4. Phonologist linguists deemphasize getting meaning from the printed page in beginning steps of reading.
5. Phonologist linguists present isolated patterned words as their beginning materials.
6. Structural linguists stress recognition of larger speech patterns, structural elements, function words, and grammatical inflections in presenting beginning materials.

The Modern Montessori Approach

Definition.--The Modern Montessori Approach to reading is based on a system devised by Maria Montessori toward the end of the nineteenth century. Montessori developed the system to teach mentally deficient and later, normal pre-school children. In this system, Montessori's views on the education of young children stressed her belief that freedom was attained only through discipline and individual activity under teacher guidance provided for intellectual development. She developed the theory of sensory development as the basis for intellectual development.[1]

There were imposed strict rules for the use of the materials which Montessori developed. The materials, consisting

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[1]Smith, op. cit., p. 96.

of manueverable and tactile devices, were used to develop the senses. The materials used and the activities carried out were pre-planned by the director rather than allowing for natural experiences of a child's life.[1]

The Modern Montessori methods are primarily used to teach the tool subjects to normal pre-school children between the ages of one and one half through five years. The chief aim, utilizing apparatus similar to that developed by the founder, is to motivate and stimulate the pre-schoolers through sensory and motor activities.[2]

Modern Montessorians are seeking to amplify the original work of the system, which relied on a prepared environment and a sequential order of learning activities. They are making an effort to engage the interest of representatives from other disciplines in considering the philosophy in the light of their particular knowledge. Methods and reformulations in theory are being modified in view of newer concepts in child development.[3]

Rationale.--Our nation now seems ready to believe that the pre-school child is ready to learn and that learning, to be optimal, must take place at optimal times. Maria Montessori devoted her professional life to this belief and promoted materials, theories, and schools to support her convictions.

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[1]Celia Stendler, "The Montessori Method," The Educational Forum, as reviewed in Childhood Education, 42 (December, 1965), 269.

[2]Britta Schill, "The Montessori System," Childhood Education, 39 (December, 1962), 171.

[3]Ibid., pp. 173-174.

Her once revolutionary ideas have been absorbed into contemporary thinking and are already at work in behalf of childhood education. Now with the rediscovery of the crucial importance of early training, the Montessori methods have been introduced in various ways in this country.[1]

This attempt at revival of the Montessori method in this country, is not based so much on the original theories as on the practice of teaching the tool subjects to pre-schoolers. Proponents feel that these years are those in which the habits and bases of living are established. A child will want to find out what he can do provided he can be helped to do it.[2]

This revival is being encouraged, too, by the concern of young mothers regarding training for their children at this 'optional' level. These parents see their children attempting to learn, but assume a laissez-faire attitude upon the advice of educators, until the 'magic age of six years'. Many children eager to begin reading much earlier, are rerouted into bead-stringing and block playing by teachers convinced that the child is not ready to learn, when in reality it is the teacher who is not ready to teach.[3]

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[1]Evelyn G. Pitcher, "An Evaluation of the Montessori Method in Schools for Young Children," Childhood Education, 42 (April, 1966), 489.

[2]Nancy M. Rambusch, Learning How to Learn: An American Approach to Montessori (Dublin: Helicon, Baltimore, 1962), pp. v-vii.

[3]Ibid., p. 3.

Methods and materials for skill development.--There exist in this country, a variety of Montessori schools. They range from pure Montessori to more moderate approaches. The purists carry out the plan as it was originally developed, while the moderates utilize basic Montessori materials and theories but feel free to add other materials and include other methods of teaching.[1]

Pure Montessori methodology relies on a "prepared environment" and a sequential order of learning activities. Carefully selected materials and pieces of apparatus are basic elements of the environment. First a directress shows the correct use of the apparatus. After the introduction, "auto-education" and "self-corrective" learning take place. Children have separate work areas, and the room arrangement is quite flexible. The role of the directress is largely tutorial and that of ally rather than judge. She demonstrates procedures, keeps records, and directs the flow of routine classroom living.[2]

The curriculum is "open end" in that no emphasis is on syllabus and fulfilling requirements. The prepared environment contains possibilities for the child's satisfaction, achievement, and explorations.[3]

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[1]Pitcher, op. cit., p. 489.

[2]Alice Burnett, "Montessori Education Today and Yesterday," Elementary School Journal, 63 (November, 1962), p. 71.

[3]Rambusch, op. cit., p. 125.

Because the Montessori approach seeks to allow the child to achieve and accomplish for his own sake, competition is discouraged in the early years. The guideline is to never allow a child to fail until he has experienced a reasonable degree of success. Learning for the right reasons, to please one's self, and for the sake of learning are the goals.[1]

Allowances for great mobility within the group are made. Movement is felt to be purposeful; thus every opportunity is given to children to kneel, squat, sit, and stand while they work. An air of purposeful quiet prevails. Talking takes place while children work in a group; but most noticeable source of quiet is the teacher, who speaks sparingly but meaningfully. Group recitation has no place in the system.[2]

Basic Montessori work is directed toward promoting sense experiences. It is felt that by developing the sensory powers, the child will be able to develop the cognitive powers himself. It is felt that sensory development provides the foundation for the child's learning in arithmetic, writing, and reading. Materials include sandpaper shapes, rods of beads, graded wooden blocks, and insets of geometric forms. There are also 'Exercises of Practical Life' such as button charts, lacing charts, pouring from a pitcher, sweeping, dusting, and caring for equipment which are carried on in the "House for Children".[3]

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[1] Ibid., p. 130.

[2] Ibid., p. 131.

[3] Stendler, op. cit., p. 269.

Specific exercises and procedures with the materials precede reading and writing. When the children successfully complete work in the 'House', they are able to write in script, name continents, diagram sentences, handle complicated number problems, and manage most of the routine housekeeping chores.[1]

Especially related to reading, the educational equipment includes a moveable alphabet, sand paper letters to feel and trace, trade books, and readers. The teacher reads to the children a great deal and oral language is used to present a new world. Short and largely individual lessons are given at appropriate times in introducing new words and reading material.[2]

Provision for individual differences.--The children in a Montessori class are free to pursue their activities according to their own taste for solitude or companionship. There is a great deal of incidental learning accrueing as they ask others for help or are freely corrected by more knowledgeable peers. As the children must wait their turns to use certain apparatus, they learn early the importance of respecting each others work. Since the rhythm of individual children varies so much, and since the class is ungraded, the bulk of activity takes place on an individual rather than on a group level. When invited to do so, a child may join in the work of another. If a child refuses assistance, the child who wants to work with him must abide by

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[1]Burnett, op. cit., p. 77.

[2]Smith, op. cit., p. 97.

his judgement. Group effort is a natural outgrowth of many activities that require it.[1]

Outstanding features.--Distinguishing characteristics of the Montessori approach include emphasis on:

1. Freedom attained through discipline and individual activity in a prepared environment under teacher guidance for intellectual development.
2. Recognition of child's sensitive periods (individual needs) which must be taken care of as they appear.
3. Concept of self-discovery and self-correction.
4. Development of sensory factors as a means of developing cognitive powers.
5. Provision of materials which are self-corrective, appeal to the senses, and provide simple mastery experiences.
6. Opportunities for reasonable degree of success before a child is allowed to experience failure.

The Programmed Approach

Definition.--Programmed instruction is a recent development devised to help teachers meet the individual needs of children in reading instruction. This method utilizes programmed printed materials and teaching machines to meet its purposes. The chief characteristics of the materials used in this approach are:

1. Subject matter or skill is reduced to and presented in small, discrete steps.
2. The steps are arranged in the order in which the subject matter or skill is to be learned and include a small interval of difficulty between successive steps.
3. Learning occurs as the individual responds to each of the sequential steps in the program.

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[1]Austin and Morrison, op. cit., p. 94.

4. The programs are so designed that —
   a. the learner can progress through the steps at his own rate.
   b. the confirmation or correction of a response to a step provides immediate reinforcement.[1]

Rationale.--Programmed instruction emphasizes self-learning and is based on the theory that an individual's learning is reinforced when he is immediately made aware of his success and is more meaningful when he is allowed to correct a mistake as it is made. Programmed learning is characterized by:

1. Logical organization.
2. Active response to a program at the student's own rate.
3. Progression by small steps from what the student knows already to what the program teaches.[2]

Those favoring programmed instruction feel that its strength lies in the fact that it provides learning experiences which are under the control of each student. Thus the instruction fits the learning speed of the individual child; provides as much practice as the child needs; lets the brighter children proceed swiftly and the slower children, slowly; without either interfering with the other.[3]

Those concerned with the implications that programming offers for reading instruction feel that such a program can best

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[1]Austin and Morrison, op. cit., p. 94.

[2]Wilber Schramm, quoted in, Teacher's Manual for Steps to Better Learning (New York: Harcourt, Brace, and World, Inc., 1964), p. 1.

[3]Elizabeth Golterman, "Uniqueness of Each," Childhood Education , 39 (December, 1962), 166.

be used in developing certain of the comprehension skills.[1]

Methods and materials of skill development.--Whether programmed materials are presented in form of printed materials or by teaching machine, there is a common procedure which is followed:

1. Information is presented to the pupil in small units to which he is required to make some type of response.
2. The student is immediately informed as the correctness of his response.
3. If correct, the student is allowed to correct his error and in some instances informed of why his response is incorrect.[2]

Because of the complex nature of reading, reading materials currently being published are limited to some extent. Programmed instruction is best used with learnings that have to be fixed, facts to be memorized, and processes that have to be made automatic. Therefore, most of the materials that have been prepared for use in this area are concerned with objective exercises to check literal comprehension.[3]

Smith feels that this approach will have greater implications for reading when programs are designed to develop interpretation; critical reading; some aspects of study skills; and, with the help of the teacher, word identification techniques.[4]

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[1]Agatha Townsend, "Programming in Reading," The Reading Teacher, 17 (January, 1964), 274.

[2]Edward Fry, "Teaching Machines and Reading Instruction," The Reading Teacher,15 (September, 1961), 43.

[3]Smith, op. cit., p. 84.

[4]Ibid.

Programmed instruction was not designed to replace any of the teacher's instructional methods of reading. Rather, it aims to help the teacher realize her objectives by assisting in the following ways:

1. Providing students with self correcting drill requiring little of the teacher's time.
2. Offering valuable diagnostic information about each student.
3. Aiding a student in the retention of difficult factual material.
4. Enabling a student to learn at his own individual pace without infringing upon his classmates.
5. Encouraging a student to grasp facts as well as to probe beneath the surface of literacy materials.[1]

Provision for individual differences.--Programmed instruction was designed as a means of individualizing instruction. Each student is allowed to proceed at his own pace; the gifted child, swiftly; and the slow learner, slowly.

Outstanding features.--The outstanding features of Programmed instruction are:

1. The reduction into small discrete units of the skill of subject to be learned.
2. The sequential steps into which a program is organized.
3. The response made to each step.
4. The immediate knowledge of the correctness of the response.
5. The self-pacing, self-correcting, self-teaching nature of the materials.
6. The small interval of difficulty between successive tasks.

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[1]Schramm, op. cit., p. 2.

The Richard-Gibson Approach

Definition.--The Richard-Gibson Approach to reading was originally devised by I. A. Richards and Christine M. Gibson to teach reading and the English language to non-English speaking individuals. More recently, it has been adapted to teaching reading to beginning readers in American schools.[1]

This approach, linguistic in nature, presents a basic vocabulary and later, simple sentences with accompanying picture clues to show what the words or sentences are saying. The words included are for the most part concrete nouns, personal and demonstrative pronouns, prepositions, conjunctions, and the articles. The only verbs used are forms of the verb, to be. The sentences are simple statements which are clearly illustrated by stick pictures. They are varifiable throughout because they present familiar, demonstrable ideas.[2]

Rationale.--This approach was originally developed to teach reading and the English language to non-English speaking children and adults. In developing this approach, Richards and Gibson felt that by presenting beginning materials in complete meaningful sentences and illustrative pictures, the learner would see how written language really works and thus be motivated to read because of assured success. The presentation allows the child to learn how to look both at and through the words on the page because of the familiarity of the content of

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[1]Smith, op. cit., p. 2.

[2]C. M. Gibson and I. A. Richards, First Steps in Reading (New York: Pocket Books, Inc., 1957), p. viii.

the sentences and stories.[1]

They felt that this approach could be used alone or with other approaches. The words as well as the letters used in them are controlled and ordered so that the learner learns by comparing. Guessing is unnecessary because of the nature of the vocabulary.[2]

Methods and materials of skill development.--The basic materials used in this approach consist of a series of filmstrips, recordings, and accompanying textbooks. The first books, English through Pictures I and English through Pictures II, present a basic vocabulary of 1,000 high frequency words. Used in conjunction with these is First Steps in Reading English which provides the sentences making use of the basic vocabulary.[3]

The words are organized according to three controls:

1. Words are so arranged to make it necessary for children to study how words work in context.
2. Words containing letters that make for ease of recognition are introduced first and words containing confusable letters are delayed.
3. Words are introduced in sentences in arrangements designed to promote visual and auditory discrimination in phonetic values.[4]

The early sentences are written with no more than seven letters of the alphabet. Being so few, they recur frequently

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[1] Ibid.

[2] Ibid., pp. viii-ix.

[3] Ibid.

[4] Smith, op. cit., p. 98.

in new groupings as the vocabulary slowly grows. Further letters are deliberately added one by one and in an order which minimizes confusion. For example, some letters are easily confused because of their similarity of form, yet, the children must see these as different. When one is introduced, the others are delayed until the child has opportunity to become completely familiar with that one. As new letters come in, they take their places at the foot of the page. This fixes letter order firmly in the young child's mind for alphabetizing purposes.[1]

Provision for individual differences.--No provisions for individual differences are inherent in this approach. Teachers may, however, adapt it to one of their choice.

Outstanding features.--This approach is characterized by the following features:

1. Success in beginning attempts at reading.
2. Reinforcement through repetition.
3. Demonstrable vocabulary.
4. Self-teaching, self-correcting aspects.
5. Control of confusable letters.
6. Beginning training in alphabetizing.
7. Introduction of words in context.
8. Arrangement of sentences which promote visual and auditory discrimination in phonic values.
9. Use of the child's experience background and language development.

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[1]Gibson and Richards, op. cit., pp. vii-viii.

10. Possibility of use with other approaches if preferred.

The Television Approach

Definition.--The television approach to reading instruction does not present a new method of precise instruction, rather it is a new medium of communication through which reading is taught. This medium permits many variations in the teaching process, but its effective use is based upon the same fundamental psychological principles which apply to all learning.[1]

In this approach, the reading lesson is usually initiated at the television studio by a teleteacher, and is expected to be followed up by the classroom teacher. In an attempt to offset the criticism of a one way system, some programs make use of the talk-back aspect of closed circuit television.[2]

In order to be effective, educational television will merely supplement the teacher rather than replace her. The teacher must conduct and supervise first-hand experiences, guide discussions and problem solving activities, provide follow practice, administer tests and do remedial work, and many other things which require personal contact with the students.[3]

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[1]Golterman, op. cit., p. 163.

[2]Nila B. Smith, "Television: A Challanging Frontier," The Reading Teacher, 11 (October, 1957), 9.

[3]Ibid.

Rationale.--The importance of television in American society today looms high. With its high interest appeal, there is little wonder that reading specialists are pursuing the possibilities of this medium in an effort to discover more effective methods of teaching reading.[1]

The high interest appeal of television is not the only argument in favor of its use. The vast numbers to be educated during the present and next decade, together with a possible teacher shortage, cause educators to consider any valid means of teaching a larger number of students with a reduced number of teachers.[2]

Successful use of television for reading instruction is dependent upon the appropriateness of the lesson plans, materials, and the kinds of activities in which pupils engage as a result of television instruction. Simply providing time for instruction by way of television does not guarantee desirable results if the classroom teacher and pupils are not actively cooperating with the teleteacher in achieving the specific aims of the program.[3]

While the objectives for any well planned reading lesson are also valid for television or regular classroom teaching, television does place additional demands upon the preparation of lessons in two important areas: television lessons must be taught within a strict time limit; on-the-spot adjustments in

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[1]Ibid., p. 11.

[2]Ibid.

[3]Richard L. Carner, "Considerations in Planning a Television Reading Program," The Reading Teacher, 16 (November, 1962), 73.

pacing and materials which may be made in the classroom are impossible to make on television.[1]

Methods and materials of skill development.--Since television is not, within itself, an approach to reading instruction, there are as many methods and materials used to develop skills in television instruction as there are of conventional classroom instruction.[2] For that reason, specific methods and materials are impossible to describe and only general procedures can be reported.

In this approach the teleteacher, in conjunction with consultants, is responsible for determining the method and materials that are to be used. When this is decided, the teleteacher outlines the semester's or year's work and sends these to the classroom teachers who are involved.[3]

In her planning, the teleteacher takes into consideration specific objectives which are realistic in terms of the time allotted. The number of goals to be realized as a result of any single lesson are limited and clearly defined in the lesson plans. Once presented, the viewers are given opportunities to practice and apply the skills with some specially prepared or commercial materials.[4]

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[1]James N. Jacobs, John H. Grate, and Ullanee Downing, "Do Methods Make a Difference in Educational Television," The Elementary School Journal, 63 (February, 1963), 248.

[2]Ibid.

[3]Carner, op. cit., p. 74.

[4]Ibid.

The television lessons are planned well in advance so that the teleteacher is able to concentrate on refining the presentation of each lesson. There is, or should be, ample provision for flexibility when and if a need for change becomes apparent.[1]

The classroom teacher is expected to play an active role in the television instruction. She should contribute ideas for the content of the lessons; she is expected to periodically evaluate the program realistically; she should have meaningful follow-up activities wherever needed.[2]

Television reading programs that have been of great value have been those that have limited their presentations to those aspects of the reading process which require no more than fifteen or twenty minutes to present. These have included the development of certain reading skills such as vocabulary development, word analysis skills, reference skills and certain phases of comprehension, such as reading for the main idea, reading for details. Because of the time factor involved in television teaching, oral directions to pupils should be simple and brief.[3]

Interest is stimulated by occasionally bringing in new persons and allowing children to take part in such activities as book reports, dramatizations, or in teaching a specific skill to a small group. Actual visits to the classroom by the

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[1] Ibid.

[2] Ibid.

[3] Ibid., p. 75.

teleteacher also stimulates interest by allowing for personal contact between teacher and pupils.[1]

Reading instruction has proved more beneficial when there have been short daily lessons rather than larger weekly or irregularly scheduled arrangements.[2]

Many commercially prepared materials are suitable for television instruction. Various filmstrips, films, slides, and other visual materials as pictures maps, charts may be of value as these may be presented without the various distractions which they cause when shown in the classroom. The most effective materials are those which are short with high interest value, such as Reader's Digest Skill Builders and S. R. A. Elementary Reading Laboratory. These activities are followed by questions and vocabulary exercises which provide both teleteacher and classroom teacher with evidence of progress in these areas.[3]

Provisions for individual differences.--Televised reading instruction makes no provision for individual differences. The programs are directed toward the total class. It therefore becomes the responsibility of the classroom teacher to individualize instruction in the manner which seems apparent.

Outstanding features.--Outstanding features of the television approach are:

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[1] Ibid.

[2] Ibid.

[3] Ibid.

1. Televised reading programs are conducted by experts in the field.

2. As a medium, television has high interest appeal.

3. Television is familiar to the children.

4. Television reading programs have access to an abundance of materials.

5. Materials, such as films and filmstrips, can be presented without distracting routine classroom activities.

6. Television teaching requires purposeful follow-up activities on the part of the classroom teacher.

Basic Instructional Needs of Slow Learning, Partially Seeing Children

Introduction.--Curriculum is built on experiences of children at the developmental level of which they are attempting to learn. This curriculum should recognize the worth of accepted practices and be integrated with general patterns of the school system of which it is a part. Of equal importance, it must be purposeful and based upon objectives of the particular level. But most of all, the curriculum must be geared to the needs of the children for whom it is intended.[1]

Slow learning, partially seeing children must use the general curriculum provided for all children. This combination of limitations constitutes a complex entity and requires careful consideration and planning. To be of optimum value, the general curriculum must be modified according to their general and

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[1]Bertram, op. cit., p. 273.

specific needs. Therefore, those responsible for the training of these children should be alerted as to the nature of their special needs. Since success in reading is to a large degree the index by which success in school is measured, the 'needs' discussed in this section are related to reading instruction.

In order to better satisfy the needs of these children, it is necessary to acquire as complete an understanding of them as possible. Thus, before relating the specific needs of slow learning, partially seeing children, some of their general characteristics will be noted.

Partially seeing children are like all other children in many more ways than they are different. Implicit in the approach to teaching is the knowledge that they are primarily seeing individuals and use vision, though limited, as their chief channel of learning. Thus, except for visual status, there are no more distinguishable characteristics among this group of children, than exist among any group of normally sighted children. For that reason, emphasis in this description is primarily on the mental capacity of the children involved.

Good's Dictionary of Education defines the slow learner as one who, though capable of achieving a moderate degree of academic success, will do so at a slower rate with less than average efficiency. When administered valid intelligence tests, these children consistently score between 75 and 90.[1]

These children are characterized by a consistent slow rate of academic learning and a short retention span. In

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[1]Lloyd Dunn, op. cit., p. 20.

addition, they have difficulty with abstract reasoning, are lacking in curiosity, creativity, and critical thinking as these factors apply to school work.[1]

The range of individual differences increases with age. Slow learners keep falling further and further behind their brighter classmates as they advance in years and grades.[2]

In addition to those mentioned, some other traits are indicated by research, but may not apply to all slow learners. These characteristics are:

1. Slow learners are poorer in personal and social adjustment.
    a. They tend to be rejected by their peers because of aggressive and unacceptable behavior.
    b. They have a self concept which is failure oriented and have difficulty in growing up.
2. They are discipline problems in school and potential deliquents in society.
3. They are from low socio-economic backgrounds.
4. While most boys are aggressive, the girls become withdrawn and may require psychological and psychiatric attention.
5. Most have negative attitudes toward reading.[3]

The slow learner differs only in degree from other pupils. He has the same physical and psychological needs, lives in the same community and goes to the same schools as other youngsters.[4]

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[1] Ibid.

[2] Ibid.

[3] Ibid., p. 21.

[4] Ibid.

Needs of partially seeing children.--Because of their visual limitations, there are certain general needs which slow learning, partially seeing children possess. It is imperative that the teacher understands clearly the nature of the eye defect and what limitations such a defect imposes; that the classroom be adequately lighted; that, where prescribed, low vision aids be obtained and used to the best advantage; that special materials and teaching techniques be used when needed; that adjustments such as preferential seating and distance of reading material from the eyes be allowed within the classroom to assure that vision is used to best advantage, and, that whatever supplementary instructional assistance that is needed be supplied, especially during the developmental years.[1] In addition, the slow learner who is partially sighted needs to be understood by the teacher, and the teacher must do all that is possible to build positive attitudes within the children toward themselves and toward reading.[2]

Bond and Tinker feel that the main objective in teaching partially sighted children to read is to put them in a situation that will promote as much progress in reading as possible without harm to their eyes. More specific needs of these children include:

1. Provision of free reading periods so as not to cause undue fatigue to the eyes.

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[1]Anthony J. Pelone, Classroom Methods and Materials for The Partially Seeing (New York: National Society for the Prevention of Blindness, 1957), pp. 2-3.

[2]Strang, McCullough, Traxler, op. cit., p. 224.

2. Provision of adequate illumination and clear, readable print which is large enough for the child to see.

3. Coordination of reading activities with other forms of learning so that much time is devoted to listening and discussing or to creative activities.

4. Good use be made of auditory and visual aids so that use of eyes is minimized.

5. Provision of direct systematic training in auditory discrimination and phonics.

6. Reduction of the need for minute examination of the details of letters in sounding out new words, that is

   a. Attention be directed to the characteristic configuration of word forms, to the perception of larger pronounceable units of words.

   b. Good skills be developed in the use of verbal contexts and pictures to aid in word recognition.

   c. Emphasis be placed on the recognition of words in thought units.

7. Recognition of the need to rest the eyes frequently and to do somewhat less extensive reading.[1]

Bateman, as a result of her study on the reading processes of partially seeing children, indicated that these children need more training in vowel discrimination as they made more errors in this area than any other.[2]

Needs of slow learning children.--In choosing a reading program for slow learners, teachers should be aware of certain basic needs. The views of various experts are reported here.

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[1]Guy L. Bond and Miles A. Tinker, Reading Difficulties, Their Diagnosis and Correction (New York: Appleton-Century-Crofts, Inc., 1957), p. 4.

[2]Bateman, op. cit., p. 14.

Johnson suggests these:

1. A definite, organized approach to reading be developed.

2. An extensive readiness program be carried out.

3. Formal reading instruction be delayed until

   a. a mental age of six plus has been attained.

   b. a background of experience and skills including speech, language, visual memory and discrimanation, motor ability, and understanding of sequence has been developed.

4. Emphasis be placed upon speech and language development through the use of activities that will encourage them through free expression, and through the opposite, to describe events and experiences.

5. Materials be provided that are stimulating and of interest to the children, yet geared to the reading level of the children.

6. Specific instruction in word attack skills be taught as separate skills rather than incidentally.

7. Oral reading be emphasized and continued longer to reinforce vocabulary and improve pronunciation and enunciation.

8. Comprehension skills be continuously stressed.[1]

Strang and others list these needs:

1. The need to delay formal reading instruction until the child can learn without failure.

   a. The pre-academic program should be lengthened.

   b. The teacher must begin instruction where the child is.

2. The need for slow learners to proceed at a slower pace.

   a. They should be allowed to read a great deal of materials on their present level before going on to more difficult books.

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[1]Strang, McCullough, and Traxler, op. cit., pp. 224-250.

b. There should be no attempts to speed up the program.

3. The need to have positive attitudes towards themselves and toward reading.

   a. They need to be accepted and appreciated as persons.

   b. They need to be able to choose books they can understand and read successfully.

   c. They need to be aware of their slightest progress and smallest success.

4. The need to be understood by the teacher and thus not be expected to achieve above their ability level.

5. The need for oral communication.

6. The need for reading to be related to goals important to them rather than to abstract goals which they cannot accept or understand.

7. The need for systematic instruction in word recognition and perception and in getting meaning and pleasure from reading.

8. The need to be provided with suitable reading materials and visual aids, i. e., materials that are practical, interesting, personal, and not too difficult.

9. The need for individualized instruction so that they can progress from one group to another when they are ready and thus gain a sense of progress and success.

10. The need to be provided with pre-reading activities which provide opportunities for them to think concretely, to solve practical problems and to follow verbal directions.

11. The need for accent on systematic drill in reading skills.[1]

Ingram indicates these needs:

1. The child needs to grow and to participate in a variety of experiences that develop abilities requisite for

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[1] Strang, McCullough, and Traxler, op. cit., pp. 224-250.

beginning reading. These include:

a. Social-emotional aspects of sharing, taking turns, listening, and attending to and finishing a task.

b. Adequate speech and auditory language.

c. Correct enunciation and pronunciation.

d. Interpretation of pictures.

e. Memory for sentences and ideas.

f. Visual memory and discrimination.

g. Auditory memory and discrimination.

h. Left to right eye movement.

i. Eye-hand coordination.

2. The child needs "experience reading" activities as his initial reading exercises. These include:

a. Numerous opportunities for incidental reading of words and phrases from the bulletin board, labels, picture titles and picture stories, rhymes, etc.

b. Chalkboard and chart stories of his own experiences employing the vocabulary and sentence structure which he is accustomed to hear and use.

3. The child needs a definite and systematic plan of instruction throughout his school life. He needs direct instruction in:

a. Vocabulary building for oral communication and for reading.

b. Word recognition skills and word comprehension skills.

c. Oral and silent reading activities which are meaningful.

d. Experience and functional reading growing out of the child's interests and needs.[1]

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[1]Ingram, op. cit., pp. 285-289.

Kirk lists these needs.

1. The need for a re-establishment of the child's confidence which has been shattered through failure in school for several years.

2. The need for a delay in reading beyond the age of six years or until a sufficient mental age for reading has been attained.

3. The need for adapting the reading periods by prolonging the period of each stage to conform to the slow learning ability of each child.

4. The need for more repetitions in a variety of presentations.

5. The need for presenting the children with easy reading materials to assure success with an interest content more in harmony with the child's age and experience.[1]

Spache feels that slow learners need:

1. An extended readiness program. Their visual, speech, auditory, listening, and language skills need considerable reinforcement if efforts in beginning reading are to be successful.

2. Experience charts as beginning materials.

3. A program which is pursued at a decelerated rate.

4. Constant reinforcement, review, and reteaching.

5. Materials which emphasize concrete words such as nouns and transitive verbs rather than abstract words such as adjectives, adverbs, prepositions, and conjunctions.[2]

Wallen feels that the needs are:

1. The need for concrete, objective procedures.

2. The need for concept formation.

3. The need for repetition and review.

4. The need for method development.

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[1]Kirk, op. cit., p. 38.

[2]Spache, op. cit., pp. 189-190.

5. The need to use the known as a basis for the unknown.

6. The need to proceed from the simple to the complex.

7. The need for a systematic, orderly procedure.

8. The need to make use of existing drives and interests.

9. The need for liberal use of modern methods.[1]

Summary of basic instructional needs of slow learning, partially seeing children.--The preceding reading instruction for slow learning, partially seeing children indicate certain basic needs. Those that are summarized here are those that may be determined, to some extent, by the method of instruction that is used. These needs are:

1. The need for an extensive prolonged reading readiness program

   a. that is delayed until the child has achieved a mental age which will allow him to succeed in reading.

   b. which includes planned and deliberate instruction in language development, visual and auditory memory and discrimination, motor ability, and understanding of sequence.

2. The need for simple materials to enable the child to succeed, yet with interest content commensurate with the child's age and experience.

3. The need for stimulating, interesting, novel presentation of materials, making good use of auditory and visual aids.

4. The need for materials and experiences characterized by concreteness, realism, usefulness, and personal appeal.

5. The need for a definite, organized, sequential program of skill development in which phonics is taught as an

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[1] J. E. Wallen, Education of Mentally Handicapped Children (New York: Harper and Brothers, 1955), pp. 192-203.

isolated skill and in which comprehension is continuously stressed; the methods used in phonic instruction should restrict the need for minute examination of details of letters in sounding out words.

6. The need for direct training in vowel discrimination.

7. The need for slower progression from one reading level to another with varied materials at each level.

8. The need for reinforcement and repetition of vocabulary and skills in interesting presentations.

9. The need for prolonged opportunities for oral reading to allow the teacher a continuous check of pronunciation and enunciation.

10. The need for individualized and personalized instruction.

11. The need for opportunities to make use of senses other than sight in reading instruction.

12. The need for clear, readable type which is large enough to be seen.

The Implications of Each Approach in Meeting the Needs of Slow Learning Partially Seeing Children

Introduction.--The foregoing discussion points out the multiplicity of instructional needs that should be regarded in planning a program for slow learning, partially seeing children.

> For too long, we have assumed that the right kind of education for slow learners is "more of the same", but at a slower rate....Accordingly, we make the program a crawling version for academically normal children.[1]

In the case of partially seeing children, it is too often felt that mere provision of large print materials will ensure

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[1]Mario D. Fantini, "Let's Make Learning Exciting for Slow Learners Too," The Elementary School Journal, 61 (October, 1960), 10.

success in school. The solution to the problem of teaching this group of children is not so simple. If these children are to experience success and satisfaction in learning situations, teachers must base instruction on their age, interest, and basic needs. This inclusive list of needs attempts to reinforce this vital concept.

Presently, with the number of innovations in reading methods and the rennovations of existing ones, a teacher is no more justified in fostering a static, uncreative, unexciting reading program for slow learners than for those of normal intelligence. Consequently, teachers should consider these methods and what possible implications they might have in teaching this special group of children, being mindful of the characteristics and needs that distinguish them from other children.

An analysis of the eleven approaches to reading instruction selected to be described in this study indicates certain implications as to the possible merits and limitations of each in meeting the needs of slow learning, partially seeing children. Such implications are noted in the tables that follow:

The need for an extensive, prolonged reading readiness program.--While this need is quite prevalent among all children, Table 1 indicates that there appear to be relatively few approaches to reading which make provision for meeting such a need. It is noted that those which do so provide a planned, comprehensive pre-reading program and make use of established

TABLE 1

DEGREE TO WHICH THE APPROACHES MEET THE NEED OF SLOW LEARNING, PARTIALLY SEEING CHILDREN FOR READING READINESS PROGRAM THAT IS DELAYED UNTIL THE CHILD HAS ACHIEVED A MENTAL AGE WHICH WILL ALLOW HIM TO SUCCEED IN READING AND INCLUDES PLANNED AND DELIBERATE INSTRUCTION IN LANGUAGE DEVELOPMENT, VISUAL AND AUDITORY DISCRIMINATION, MOTOR ABILITY, AND UNDERSTANDING OF SEQUENCE

Approaches Which Appear to Meet This Need	Approaches With Possible Limitations in Meeting This Need
The Basal Reader Approach by its extensive readiness materials which are designed to develop language, teacu auditory and visual discrimination, develop motor ability, and develop understanding of sequence.	The Film Approach which denies the need for a readiness program and correlates activities contained in such a program with formal reading instruction using textfilms and textbooks.
The Individualized Approach, which develops readiness in these areas during orientation periods to the extent that they are needed for each child.	The Denver, Linguistic, Richards-Gibson Approaches which make no provisions for language development, as they assume that children possess an abundance of language upon entrance to school, and this language is what reading instruction is based on. In these Approaches, provision is made for training visual and auditory discrimination.
The Montessori Approach in its prepared, preplanned environment which is developed to train the senses and to prepare the child for practical experiences encountered in daily life.	The Language-Experience Approach, which makes provision for developing these activities through the composition of art expressions, stories, and sharing periods, but does so incidentally rather than deliberately.

TABLE 1--Continued

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
	The Programmed and Augmented Roman Alphabet Approaches, in that they are not established methods, but are media designed to supplement some other method.
The nature of the lesson would determine the merits or limitations of the Television Approach in meeting this need.	

criteria to determine the extent to which the program should be continued or terminated. Those approaches failing to make such provisions are, for the most part, linguistic in their approach and assume that children have acquired the necessary abilities required for reading prior to entering school. They feel that these children possess an abundance of developed language, and the sole purpose of reading at this point is to enable them to recognize in printed form that which they speak fluently. The Film Approach is limited in meeting this need by insisting that a child can acquire the skills usually taught in a readiness program during the formal reading program.

The reading program is one of the most important aspects of the reading program. This program includes experiences that will provide for the children those skills necessary to benefit from more formal activities when they are ready. Such a program is extended for the slow learning, partially seeing, since their mental development lags from two to three years behind academically normal children and they are usually seven or eight years old before learning to read.[1] Because of their limited vision, these children often have formed incorrect ideas of situations and things in not being able to see them clearly.

Speech and language skills is an area in which slow learners are often extremely deficient owing not only to their retarded intellectual development, but also to the deficient language environment from which many come. Their homes are not

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[1] Strang, McCullough, and Traxler, op. cit., p. 342.

only often in low socio-economic areas, but are also low culturally with the parents having less than average formal education and, in many instances, interests in it. Since speech and language are, to a large extent, developed as a result of imitation of speech and language present in the child's environment rather than as the result of formal instruction, the unstimulating speech and language environment from which these children come does little to promote development in this area. It is essential that the child be provided with stimulation to develop his abilities to their utmost so as to be able to benefit from instruction in reading. Emphasis should be placed upon increasing a meaningful speaking and listening vocabulary and increased ability in more adequate verbal expression in terms of accuracy, description, and sequence.[1]

Training in visual and auditory memory and discrimination is fundamental to learning to read and to the ability to perform in other tool subjects. The visual status of the children often necessitates very deliberate instruction in this area since their limitation may have caused them to form innacurate concepts of things, and they must be able to make optimal use of listening in their instruction. Activities which develop such skills are: perceiving likenesses and differences; discovering initial consonant sounds; hearing rhymes; learning letter names and possibly sounds; and, recognizing simple words.

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[1] Johnson, op. cit., p. 203.

Motor ability is essential to reading and writing. Ability in this area includes visual coordination, muscular coordination, eye-hand coordination, and left to right movement. Activities which develop this ability include those activities in which the hands are used. Development in this area is especially important to slow learners in that they enable them to participate in activities on more equal basis with other children.

Understanding of sequence is important in that it enables children to understand concepts of time and place. Activities which aid development in this skill include such excerices as determining what comes next; using ordinal numbers, and relating tense.

The need for simple materials to enable the child to succeed, yet with interest content commensurate with the child's age and experience.--Table 2 reveals that many of the newer approaches have sought to simplify beginning reading to take into account the varying differences of backgrounds, needs, and interests of the children who are to use them. Such features as a specially devised alphabet, self-selection of reading materials, self preparation of beginning reading matter, and demonstrable vocabulary have merit in providing material of sufficient simplicity, yet with interest appeal to a child of any age.

For too long teachers have assumed that a child, whatever his age, reading on a lower level should be given the basal reader used at the level. While such material may give the

TABLE 2

DEGREE TO WHICH THE APPROACHES MEET THE NEED OF SLOW LEARNING, PARTIALLY SEEING CHILDREN FOR SIMPLE MATERIALS TO ENABLE THE CHILD TO SUCCEED. YET WITH INTEREST CONTENT COMMEMSURATE WITH THE CHILD'S AGE AND EXPERIENCE

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
The Augmented Roman Alphabet because of its simplified, consistent sounding alphaget which, upon master, enables the child to read any materials printed in the medium. Materials need not be controlled by vocabulary nor limited in breadth of story content.	The traditional Basal Reader Approach which, while providing materials of sufficient simplicity bases its story content on the interests of very young children and many slow learners read considerably below the normal age -grade level. Some publishers, however, feature a classmate edition to their basal texts. Such editions would meet this need since they make use of a simplified vocabulary with the same story content of the regular edition.
The Individualized Approach in that children are allowed to choose their own reading materials based on individual interests and needs, yet on their own ability level.	The Film Approach which uses basal materials and is thus limited in the same way as is the Basal Approach.
The Language-Experience Approach in that children are allowed to author their own reading materials based on their interests and experiences as well as on their own achievement level.	The Linguistic Approach as used by phonologists in its denial of the importance of story content in the beginning stages of reading. The materials suggested by the structuralists would be limited as the language patterns of slow learners are not as well developed as that of normally achieving individuals
The Montessori Approach in that instruction is individualized and emphasis is on meeting the needs of each child at his own level.	
The Richards-Gibson Approach by eliminating abstract vocabulary and providing sentences and stories which are meaningful and familiar to the children.	

TABLE 2--Continued

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
The Denver Approach which uses experience stories based on the interests and experiences of the child when he shows signs of readiness for formal reading activities.	
	The Programmed and Television Approaches may or may not have merit in meeting this need, depending on the nature of the material.

slow learner a sense of achievement, it may at the same time damage his ego through identity with such "baby books". Slow learners do need simple materials to enable them to read successfully, yet such materials should be meaningful to the children and based on their age, interests, and experiences.[1]

Providing materials that would satisfy this need are the Augmented Roman Alphabet, Individualized, Montessori, Language-Experience, Richards-Gibson, and Denver Approaches by utilizing materials which are based on these factors. Some farsighted publishers have sensed this need and have printed classmate editions to their basal texts in which the same story content is used, but with a low level vocabulary. Apparently limited in meeting this need are those approaches which provide materials in which story content is based on what is thought to be the interests of the academically normal at a particular age-grade level.

The need for stimulating, interesting, novel presentation of materials in which good use is made of auditory and visual aids.--Like other children, slow learning, partially seeing children benefit from instruction which makes use of materials that are interesting, stimulating, and presented in a novel and attractive manner. Table 3 indicates the degree to which this need has been sensed by most of the newer approaches, all of which have sought to incorporate into their methods some attraction which would encourage young readers to have a more

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[1]Fantini, op. cit., p. 11.

TABLE 3

DEGREE TO WHICH THE APPROACHES MEET THE NEED OF SLOW LEARNING, PARTIALLY SEEING CHILDREN STIMULATING, INTERESTING, NOVEL PRESENTATION OF MATERIALS IN WHICH GOOD USE IS MADE OF AUDITORY AND VISUAL AIDS

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
The Augmented Roman Alphabet which presents its materials in a new and different way, and which, once learned, assures the child of success in reading; and in the consistent sound value and shape of each symbol which encourages audio and visual training.	The phonological Linguistic Approach, by its dull patterned vocabulary and its denial of story content at beginning stages of reading.
The Basal Reader Approach when used with suggested supplementary materials outlined in the teacher's manual, such as films, filmstrips, recordings, charts, etc.	
The Denver Approach, in its novel way of relating a consonant letter to its sound by selecting pictures, that when outlined, form the lower case form of the letter being taught.	
The Film Approach by correlating films and filmstrips with the reading text and allowing the children to take a very active part in the daily discussion periods.	

TABLE 3 Continued

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
The Individualized Approach by supplying an abundance of reading materials and allowing each child to select his own materials for reading periods and allowing for daily sharing periods.	
The Language-Experience Approach in making use of varied art media to initiate, stimulate, and extend experiences; and by making use of children's own compositions and an abundance of reading materials from which the child selects as sources of reading.	
The Montessori Approach in its provision of a variety of experiences and apparatus that are used in sensory training.	
The Programmed Approach in the different way in which materials are presented and in its use of novel device, the teaching machine.	
The Richards-Gibson Approach because of its demonstrable vocabulary, its use of recordings and films, and the self teaching nature of the sentences and stories.	
The Television Approach, because of its familiarity and popularity as an entertainment medium and its use of sight and sound in its presentation.	

positive attitude toward reading. Such features as consistently sounding symbols in which materials are printed, popular media through which reading is taught, colorful and interesting charts and materials that are used, and workable apparatus to foster training are being used by current approaches to make reading instruction less dull and static. The only approach ignoring such a need is the Linguistic Approach as developed by phonologists, who feel that the ability to successfully recognize words is incentive enough to stimulate children to read.

Since these children may have limited residual vision, it is necessary that optimal use be made of auditory and visual aids. Whenever possible, the children should be allowed to apprehend concepts and skills by listening. Wide use should be made of recordings, films, live readers, group discussion, etc. When chart pictures, and other visual aids are used, the teacher should make special effort to choose those or to prepare them using simple designs and which can be easily, readily and clearly seen. Activities and materials printed on the chalkboard or study sheets should be reproduced in large, clear manuscript in which there exists sufficient contrast between the print and the material on which the activities are printed.

<u>The need for materials and experiences that are characterized by concreteness, realism, usefulness, and personal appeal</u>.--Closely related to the need for interesting, stimulating, novel materials and experiences, is the need for slow learning, partially seeing children to be provided with concrete,

TABLE 4

DEGREE TO WHICH THE APPROACHES MEET THE NEED OF SLOW LEARNING, PARTIALLY SEEING CHILDREN FOR MATERIALS AND EXPERIENCES CHARACTERIZED BY REALISM, CONCRETENESS AND PERSONAL APPEAL

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
The Augmented Roman Alphabet which is characterized by consistency of sound and shape, and eliminates the need for controlling vocabulary and breadth of story content.	The Augmented Roman Alphabet which necessitates discarding old learnings for new ones.
The Denver Approach, as exercises are based on things and ideas familiar to children, and beginning materials for formal reading instruction are based on children's own experiences.	The Basal Reader Approach by the nature of the content of its stories and the nature of the characters and situations depicted.
The Film Approach in its use of a popular medium and the life-like, life sized images that are projected on the screen, and the detailed analysis of the material that is presented.	The phonological Linguistic Approach, which presents materials in meaningless patterned vocabulary and omits meaningful story content.
The Individualized Approach by allowing children to choose materials which appeal to them.	
The Language-Experience Approach in its use of reading materials based on children's own experiences, ideas, and language; and by the equal or greater	

TABLE 4--Continued

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
emphasis placed on all phases of the communication skills.	
The structural Linguist Approach which presents materials in the natural sentence patterns of spoken language.	
The Montessori Approach by providing practical familiar materials designed for sensory training. While the activities are preplanned, the child is free to choose those that appeal to him in the order that he chooses to do them.	
The Television Approach in its opportunity to provide limitless vicarious experiences, which otherwise the child might not witness; and the familiarity and popularity of the medium itself.	
The Richards-Gibson Approach in its provision of words, stories, and sentences which are easily illustrated and thus read by slow learners.	
	The merits or limitations of the Programmed Approach would be determined by the nature of the program presented.

realistic, useful materials, and experiences. Table 4 indicates a trend to newer approaches attempting to stimulate interest in reading by making use of methods and materials which characterize this need. The Television and Film Approaches in their use of popular and familiar media which can produce and present experiences realistically in carrying out reading instruction; the Augmented Roman Alphabet by being able to expose children to limitless reading material; the Denver, Language-Experience, Richards-Gibson, and Linguistic Approaches which base their materials on children's language, experiences, and interests; the Individualized and Montessori Approaches by allowing children to select their own materials and to pace themselves according to their individual abilities, all have merit in meeting this need. Limited in meeting this need are those approaches which make use of materials which lack story content or whose story content, situations, and characters have little relationship to the interests and experiences of the children who read them.

Strang, McCullough, and Traxler report that slow learners are lacking in the ability to deal in abstractions. Thus reading should be related to goals that are important to them. Reading material used with them should have inherent use and purpose, rather than being reading for reading's sake. These children learn best when dealing with things and ideas which are interesting to them.[1]

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[1]Strang, McCullough, and Traxler, op. cit., p. 344.

The need for a systematic, sequential program of skill development in which phonics is taught as an isolated skill, and in which comprehension is continuously stressed; the methods used in word identification should restrict the need for minute examination of details of letters in sounding out words.--As the skills developmental program is important to all children, it is important among those who are characterized by slow learning ability and by visual limitations. Table 5 indicates that a combination of these limitations requires that special attention be paid to this vital area.

Not only must a skills program planned for these children include all the skills usually developed in a reading program, but phonics must be taught as a separate skill, comprehension skills must be continuously stressed, and because of their visual limitations, methods used in word identification should restrict the need for minute examination of details of letters in sounding out words. The only approach which appears to meet all of these demands is the Basal Reader Approach. This approach has merit in its provision of a preplanned, sequential, and inclusive program of skill development from the very beginning of reading instruction and its continuance throughout the total program on increasingly complex levels. In developing word recognition skills, emphasis is on varied methods to facilitate identification rather than phonetic and structural analysis alone. Use is made of basic sight vocabulary which is developed by teaching whole words, configuration clues, contextual clues, pictorial clues, and rhyming parts.

TABLE 5

DEGREE TO WHICH THE APPROACHES MEET THE NEED OF SLOW LEARNING, PARTIALLY SEEING CHILDREN FOR A DEFINITE, ORGANIZED, SEQUENTIAL PROGRAM OF SKILL DEVELOPMENT IN WHICH PHONICS IS TAUGHT AS AN ISOLATED SKILL AND IN WHICH COMPREHENSION IS CONTINUOUSLY STRESSED; THE METHOD USED IN WORD IDENTIFICATION INSTRUCTION SHOULD RESTRICT THE NEED FOR MINUTE EXAMINATION OF DETAILS OF LETTERS IN SOUNDING OUT WORDS

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
The Basal Reader Approach in its provision of a comprehensive skill development program in which comprehension skills are stressed from the very beginning of reading instruction and continued throughout the total program on increasingly complex levels. Methods of word recognition include whole word representation, contextual, pictorial, and configuration clues, as well as phonetic analysis.	The Augmented Roman Alphabet which requires minute examination of letter details in sounding out words since each symbol represents a specific sound. The Film Approach which emphasizes minute examination of letter details in sounding out words to the extent that it has become known as a phonetic-sight approach. However, it emphasizes isolated phonic training and stresses comprehension, continuously. The Language-Experience and Individualized Approaches which emphasize teaching the necessary skills as each child indicates a need for them, rather than teaching them according to a predetermined sequence. They do, however, emphasize other methods of identification of words rather than minute examination of letter detail, and feel that structural analysis should be included in spelling and writing instruction rather than in the formal program.

Table 5--Continued

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
	The Augmented Roman Alphabet, Linguistic, Richards-Gibson Approaches which make no deliberate provisions for teaching comprehension skills as it is felt that comprehension is inherent because of the nature of the materials that are used. However, they do provide other methods of word identification than minute examination of letter detail.
The Montessori and Television Approaches may or may not have merit in meeting this need, depending on the nature of the material and/or method that is used.	

Other approaches meet certain portions of this need. The Individualized and Language-Experience Approaches recognize the importance of all the basic reading skills, but are guided by the needs of each individual child in determining sequence and the extent to which a skill is needed; they include phonetic and structural analysis in the spelling and writing lessons. The Linguistic, Denver, Augmented Roman Alphabet, Language-Experience, and Richards-Gibson Approaches make no direct attempts to stress comprehension skills, but feel that comprehension is inherent within the materials used since they are, for the most part, based on the language, interests, and experiences of the children. Except for the Augmented Roman Alphabet, these approaches develop word recognition skills which restrict the need for minute examination of letter detail by introducing words according to some definite patterns. The Augmented Roman Alphabet requires examination of letter details, in that each symbol represents a specific sound. The Film Approach has the same merit as does the Basal Reader, except that it emphasizes detailed phonetic analysis of words presented at the screen. The Film Approach develops comprehension skills, too, but allowing detailed class discussion of ideas and situations that are presented.

The need for direct training in vowel discrimination.--Bateman concluded, upon discovery of a common weakness in this area among partially seeing children, that these children need direct and systematic training in visual and auditory discrimination of vowels.[1] Table 6 indicates that approaches appearing

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[1]Bateman, op. cit., p. 22.

TABLE 6

DEGREE TO WHICH THE APPROACHES MEET THE NEED OF SLOW LEARNING, PARTIALLY SEEING CHILDREN FOR DIRECT TRAINING IN VOWEL SOUNDS

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
The Augumented Roman Alphabet which assigns a consistent sound value to consonants and vowels.	The Denver Approach which excludes vowel training in its program.
The Basal Reader Approach which gives planned and systematic training in consonant and vowel sounds.	The Programmed Approach makes no special provision for phonic skills since sounding is lacking in this approach.
The Film Approach which emphasizes structural analysis of words of which vowel training is a part.	
The individualized and Language-Experience Approaches which provides planned, individualized exercises as needs indicate.	
The Montessori Approach in emphasizing meeting individual needs of each child.	
The Richards-Gibson and phonological Linguistic vowel discrimination in their presentation of reading matter.	
The nature of the lesson would determine the degree to which the Television Approach meets this need.	

to meet this need are those which emphasize systematic instruction in vowel as well as in consonant training. It is pointed out that by excluding vowel training or by lacking in sounding in its program, neither the Denver Approach nor Programmed Instruction appears to meet this need. All the other approaches make provisions for meeting such a need.

Bateman feels that partially seeing children are limited in this area because all vowels are similar in shape and size. She notes that Dunn made the same discovery in his study of slow learning boys, earlier. Consequently, teachers should place increased emphasis on this area of phonic training.[1]

The need for slower progression from one reading level to another with varied materials at each level.--The exigency of this need is evidenced by nearly all of the approaches making some provisions for satisfying it. Table 7 points out this fact. It is indicated that the Augmented Roman Alphabet attempts to allow for self-pacing and adequate practice on each level by providing a medium which, once mastered can be used to produce limitless materials, providing as much practice as needed at each level; the Basal Reader and Film Approaches, by providing extensive readiness materials, films, and parallel readers and practice books; the Individualized and Montessori Approaches, by allowing self-selection and self-pacing; the Language-Experience Approach by allowing children to author their own beginning materials; the Denver Approach, by allowing varied opportunities for practice of skills presented and by

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[1]Ibid.

TABLE 7

DEGREE TO WHICH THE APPROACHES MEET THE NEED OF SLOW LEARNING, PARTIALLY SEEING CHILDREN FOR SLOWER PROGRESSION FROM ONE READING LEVEL TO ANOTHER WITH VARIED MATERIALS AT EACH LEVEL

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
The Augmented Roman Alphabet, with its consistent sounding alphabet, allows the child to read in this medium until fluency and confidence are attained before making the transition to coventionally printed material.	The Television Approach in that it is designed to be used with the entire class as a group and cannot be paced by the teleteacher.
The Basal Reader Approach in its provision of parallel readers and practice books at each level.	
The Film Approach in its presentation of correlated materials in the texts and on textfilms and by allowing a skill to be practiced until it is mastered by all the children.	
The Individualized and Montessori Approaches in their concept of self-pacing and provision of an abundance of reading materials on each level.	
The Language-Experience Approach since each child composes his own materials	

TABLE 7--Continued

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
in beginning stages of reading, thus determining his own pace and controlling the amount of practice needed at each level.	
The phonological Linguistic Approach which provides specific exercises to be mastered at various stages of reading instruction.	
The Richards-Gibson Approach which presents the same vocabulary in varied contexts to assure learning. However, the approach is not organized into definite, distinguishable levels.	
The Denver Approach in the varied ways of presenting the same skills.	
	The merits or limitations of the Programmed Approach in meeting this need would depend on the nature of the program.

delaying formal reading instruction until the child indicates signs of readiness; the phonological Linguistic Approach, by presenting specific exercises to be mastered as a basis for progression to the next stage; and the Richards-Gibson Approach by presenting a carefully controlled vocabulary in a variety of contexts.

Kirk, in pointing out this need, states that there are three levels or stages of reading which beginning readers experience: the reading of wholes, in which the child learns whole sentences and there are only vague blocks or gaps between them; the learning of details, in which the child distinguishes between words, but need not know letters and sounds of letters; reading without awareness of detail, in which reading is natural and fluent and is therefore, the ultimate goal of reading. Slow learners will proceed slower and must be aided in these processes in order to advance from one stage to another.[1] If interest is to be maintained during this slower process, materials must be provided that are meaningful to the child in terms of his age, interests, and experiences and should be varied so that the child will not become bored while performing at the same level of instruction.

The need for reinforcement and repetition of vocabulary and skills in a variety of presentations.--Table 8 points out the need of slow learning, partially seeing children for a variety of experiences that reinforce learning and sustain interest. The rationale underlying this need is that slow

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[1]Kirk, op. cit., p. 74.

TABLE 8

DEGREE TO WHICH THE APPROACHES MEET THE NEED OF SLOW LEARNING, PARTIALLY SIGHTED CHILDREN FOR MATERIALS DESIGNED FOR REINFORCEMENT AND REPETITION OF VOCABULARY AND SKILLS IN A VARIETY OF PRESENTATIONS

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
The Augmented Roman Alphabet because of the consistent sound value and shape of the symbols which allow the child as much practice as needed in a variety of materials.	The Language-Experience Approach in that the child might not be able to control the amount of repetition and reinforcement that he needs in using his and his classmates' compositions as reading materials. However, reinforcement is provided in relating the various areas of communication.
The Basal Reader Approach in its controlled vocabulary, its provision of parallel readers and practice books, and the continuous and sequential nature of content from reader to reader.	
The Denver Approach in the varied ways of presenting the same consonant sounds.	
The Film Approach by providing practice skills and vocabulary at the screen and in the text.	
The Individualized Approach by providing whatever practice of skills and vocabulary needed by a particular child in selected practice exercises and materials. In the case of slow learners the teacher may even assist in the selection of reading materials.	

TABLE 8--Continued

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
The Linguistic Approach as set forth by the phonological linguists because of the repetition of sounds inherent in the patterned vocabulary.	
The Montessori Approach by allowing as much practice as needed in solving problems as well as allowing each child to proceed at his own pace.	
The Programmed Approach in its provision of confirmation and correction of a response to each unit, thus providing for immediate reinforcement.	
The Richards-Gibson Approach in its emphasis on a controlled, demonstrable vocabulary in a variety of contexts, and in its control of the presentation of letters of the alphabet.	
The merits or limitations of the Television Approach in meeting this need would be determined by the nature of the lesson.	

learners not only learn at a slower rate, but they also forget more quickly than other children.[1] Repetitions of materials, however, should be meaningful, natural, and purposeful, rather than contrived. Russell states that these children should not be presented with larger amounts of work-type exercises at the expense of recreational reading. They should be given material that is relatively easy in that familiar words are repeated often and new techniques practiced in a variety of situations.[2]

The volume of approaches which appear to meet this need, as Table 8 indicates, is indicative of its importance for successful reading. The consistencies inherent in the Augmented Roman Alphabet; the controlled vocabulary of the Basal Reader, Film and Richards-Gibson Approaches; the repetition of sounds included in the Denver, Linguistic, and Richards-Gibson Approaches; the allowance for necessary practice of skills and vocabulary of the individualized and Montessori Approaches; the immediate reinforcement of learnings featured in Programmed Instruction, all have merit in meeting this need. The possible inability of the slow learner to control the amount of repetition and reinforcement, the meaningless vocabulary presented by the phonological Linguistic Approach might limit the approach in meeting such a need.

The need for prolonged opportunities for oral reading to allow the teacher a continuous check of pronunciation and

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[1]Dunn, op. cit., p. 19.

[2]Russell, op. cit., p. 342.

enunciation.--It may be seen from Table 9 that the Basal Reader, Denver, Language-Experience, Linguistic, and Montessori Approaches make deliberate provisions and set forth specific purposes for continuous practice of oral reading activities. This need is based on the fact that the language patterns of slow learners are often immaturely developed. The significance for developing this area has been noted. Concommitant with developing language, slow learners need constant practice in using the language. Oral reading experiences, to some extent, furnish practice in and aid in the reinforcement of vocabulary that is presented, as well as enable teachers to constantly evaluate the children's pronunciation and enunciation.

Approaches which appear to meet this need are noted above. Possibly limited in meeting this need are Individualized Approach and Programmed Instruction in which much time is spent in silent, self-teaching activities.

The need for individualized and personalized instruction.--This need is seen in Table 10 to be apparently met by approaches which make some provision for self-selection, self-pacing, materials based on individual needs, interests, language, and abilities of the children. It appears that approaches which prescribed a pre-planned program according to what authors and/or producers feel they know about children at a given age, on a given level of instruction, are limited in meeting this need.

For reading instruction to be meaningful to slow learning, partially seeing children, it must be geared to their individual

TABLE 9

DEGREE TO WHICH THE APPROACHES MEET THE NEED OF SLOW LEARNING PARTIALLY SEEING CHILDREN FOR PROLONGED OPPORTUNITIES FOR ORAL READING TO ALLOW THE TEACHER A CONTINUOUS CHECK OF PRONUNCIATION AND ENUNCIATION

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
The Basal Series Approach in its inclusion of oral reading activities for specific purposes throughout the elementary years.	The individualized Approach, while providing opportunities for oral reading and sharing activities during conference periods, allows insufficient time during conference periods to give slow learners adequate practice in this area.
The Denver Approach which begins simple materials and experience charts to allow children to make use of the skills developed earlier. These materials are read orally by members of the group.	The Programmed Approach in which all reading is done silently.
The Film Approach by its emphasis on oral reading and group recitations of materials projected on the screen.	
The Language-Experience Approach by seeking to develop speech as well as the other communication skills. Opportunities are given for children to share compositions and experiences with small groups and with the total class.	
The phonological Linguistic Approach in its stress of frequent opportunities for oral reading to reinforce patterned sounds of vocabulary.	

TABLE 9--Continued

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
The Montessori Approach in its emphasis on oral development of language.	
	Making no special provisions for meeting this need are the Augmented Roman Alphabet, Richards-Gibson, and Television Approaches. However, they could be readily adapted to do so.

TABLE 10

DEGREE TO WHICH THE APPROACHES MEET THE NEED OF SLOW LEARNING, PARTIALLY SEEING CHILDREN FOR INDIVIDUALIZED AND PERSONALIZED INSTRUCTION

Approaches Which Appear to Meet This Need	Approaches With Possible Limitations in Meeting This Need
The Augmented Roman Alphabet in that children learn the symbols and reach the stage of transfer at their own individual rates.	The Basal Reader Approach as the class is organized into definite groups and the teacher attempts to meet the needs of the total group. Also, the reading skills and sequence in which they are to be learned and the story content are predetermined for the children.
The Individualized Approach by its emphasis on and provision for self-selection and self pacing. The child is thought to have within himself the ability to determine what materials he needs; these, he selected; and progresses as swiftly or as slowly as his ability allows.	The Denver Approach is that the class is taught as a group.
The Language-Experience Approach by allowing each child to compose his own materials based on his interests and experiences and ideas. When he is ready for published materials, he selects those that interest him.	The Film Approach as the total class is taught as a group. However, when the need is apparent, the total class practices a skill which has not been comprehended by a single child until that child has understood what is being taught.
The Montessori Approach in its recognition of and provision for the individual needs of each child. Each child selects his own activity and proceeds at his own pace.	The Linguistic Approach as it assumes that all children come to school with a well developed language pattern and are ready for formal reading activities based on that language.
The Programmed Approach by allowing the child to learn on his own and to proceed	The Richards-Gibson Approach makes no special or deliberate provisions for

TABLE 10--Continued

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
at his own pace.	meeting this need. The Television Approach in that instruction is directed at the total class.

interests, experiences, abilities, and needs. Strang and others reiterate this point.

> Reading has personal and social values rooted in one's home life and general environment. Reading should help each student to find and evaluate the facts important in his life. If he can see the relation of reading to his present and future life, he will acquire the necessary reading skills....Much of the reading used in the methods of instruction should have inherent use and purpose...Their preferred reading is practical and personal.[1]

Provided with individualized and personalized instruction, a child is able to progress as slowly or as rapidly as his ability allows, and is thus made aware of his success and progress.

Approaches which feature methods and/or materials which have merit in meeting this need include the Augmented Roman Alphabet, Individualized, Montessori, Language-Experience Approaches and Programmed Instruction. Approaches which seem limited in meeting it include the Basal Reader, Film, Denver, Linguistic, Richards-Gibson, and Television Approaches.

The need for opportunities to make use of senses other than sight in reading activities.--As shown in Table 11, this need appears to be met by the Basal Reader, Denver, Film, Language-Experience, Linguistic, Montessori, Richards-Gibson, and Television Approaches. These approaches utilize materials and/or methods which allow for the use of tactile-kinesthetic and auditory training in implementing reading instruction, by including such media as films, recordings, television, workable appratus, systematic phonic instruction, and art activities. Possibly limited in meeting this need are the Individualized

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[1]Strang, McCullough, and Traxler, op. cit., p. 345.

TABLE 11

DEGREE TO WHICH THE APPROACHES MEET THE NEED OF SLOW LEARNING, PARTIALLY SEEING CHILDREN FOR OPPORTUNITIES TO MAKE USE OF SENSES OTHER THAN SIGHT IN READING ACTIVITIES

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
The Augmented Roman Alphabet, because of the phonemic of the symbols, audio training is fostered concurrently with visual training.	The Individualized Approach which requires the use of the eyes much of the time. The time allotted for audio training during conference periods may be limited because of the time factor involved.
The Basal Reader Approach by its use of various supplementary materials such as films and recordings in reading instruction.	The Programmed Approach in which the use of the eye is constant.
The Denver Approach in its early training in auditory training.	
The Film Approach with its emphasis on phonic training and its constant use of films and group discussions.	
The Language-Experience Approach which places equal emphasis on training in all areas of language arts.	
The Phonological Linguistic Approach which presents beginning materials according to sound patterns and its concepts of the alphabetic principle of the alphabet.	

TABLE 11--Continued

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
The Montessori Approach in its development of the senses utilizing varied manipulative materials.	
The Television Approach which requires listening as well as viewing during instruction.	

Approach and Programmed instruction in which much time is spent on reading lessons requiring extensive use of the eyes.

It should be reiterated that general use does not harm the eyes of partially seeing children. Yet it is imperative that a balance between reasonable caution in the use of vision and a wholesome, sensible attitude toward the disability be maintained since it exists. Some of the children, due to the nature of the eye defect, tire when required to do prolonged close eye work. Work should be planned so that they can vary the focus frequently and so that use can be made of the other senses in performing tasks. Such activities should include opportunities for purposeful listening, use of the hands in suitable arts and crafts, oral discussion, and physical activities. Thus while not making deliberate provisions in the basic approach, users of any approach may alter the curriculum to meet this vital need.

The need for clear readable type which is large enough to be seen.--Table 12 indicates the ease with which all approaches may be adapted to meet this need. This need is not particularly related to slow learning, partially seeing children, but is prevalent among all children, though to a lesser degree. Reading, according to Spache, is first of all a visual act.[1] It is therefore imperative that children with visual disability be provided with clear visual symbols to facilitate reading. In some instances, it is necessary that these children be provided

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[1]Spache, op. cit., p. 4.

TABLE 12

DEGREE TO WHICH THE APPROACHES MEET THE NEED OF SLOW LEARNING, PARTIALLY SEEING CHILDREN FOR CLEAR, READABLE TYPE WHICH IS LARGE ENOUGH TO BE SEEN

Approaches Which Appear to Meet This Need	Approaches with Possible Limitations in Meeting This Need
The Basal Reader Approach since many series are specially printed in large type.	
The Film Approach by projecting reading text on a screen with print large enough for all to see.	
The Individualized Approach in which each child is allowed to select materials to meet his individual needs.	
The Language-Experience Approach by allowing the child to write his own materials.	
All the other approaches by adjusting the size of the print according to the needs of the child.	

with large print books. Such books are published by some publishers of basal reading texts. Recognizing the need for clearer type for all children, publishers are more and more printing materials characterized by clear type pictures; adequate spacing between lines, words, and letters; adequate margins; good quality paper with non-glossy finish; and maximum contrast between background and printing.[1] Such materials have reduced considerably the number of partially seeing children needing specially printed reading matter. When adequate materials are not procurable, it may be necessary and is possible to prepare by hand or some enlarging device, materials that can be read by the children.

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[1]National Soceity for the Prevention of Blindness, op. cit., p. 8.

CHAPTER III

SUMMARY AND CONCLUSIONS

Recapitulation of Research Design

Increasingly, school systems are recognizing that exceptional children are children. They are children who, with certain modifications, can utilize the prescribed curriculum for all other boys and girls. Although deviating physically and/or mentally from the 'normal', they have the same basic desires, emotions, and needs as other children, among which are the desire and need to succeed.

In American schools, success is based to a great extent on one's ability to read. Consequently, much time and effort are being devoted to substantially reducing reading retardation among all children. Thus, during the past decade there have emerged many new methods of reading instruction and existing ones are undergoing tremendous revisions. Among the innovations are methods making use of non-basal materials, methods making use of specially devised symbols in which reading materials are printed, methods based on and related to the science of linguistics, and methods designed to teach reading to pre-school children.

It is generally agreed among reading experts, however, that no method of itself can assure success or failure in

reading. Much depends on the teacher's ability and willingness to be guided by the capabilities and needs of the learners in selecting or formulating methods of instruction.

This problem evolved as a result of the writer's need, as teacher of partially seeing, to discover more appealing reading methods and materials to be used with her students, most of whom are characterized by low levels of ability and of reading achievement. These factors necessitated a search by the writer for more effectual reading methods and materials geared to the needs of slow learning, partially seeing children if her task of providing for individual needs was to be accomplished.

It is hoped that the information obtained from this study will be valuable to those persons concerned with the education of partially seeing children in solving some of the existing problems that are inherent in planning adequate and effective services for the children. It is hoped further, that the results may be useful to school personnel in adapting the general curriculum to meet the individual needs of all children.

The problem involved in this study was to analyze eleven approaches to reading instruction on the primary level and to determine the implications each approach has in meeting the needs of slow learning, partially seeing children.

The overall purpose of the study was to analyze eleven approaches to primary reading instruction and to determine the relative effectiveness of each approach in meeting the needs of slow learning, partially seeing children.

Specific purposes of the study were:

1. To describe each approach to reading in terms of definition, rationale, method and materials of skill development, provision for individual differences, and outstanding features.

2. To determine the instructional needs of slow learning, partially seeing children.

3. To determine the merits and limitations each approach has in meeting the instructional needs of slow learning, partially seeing children.

4. To formulate implications and recommendations which may be indicated by the findings of the study.

This study was limited to an analytical description of eleven approaches to reading instruction contained in the text, Reading Instruction for Today's Children.[1] The scope of the study was to determine the value of each approach only as it related to the instructional needs of slow learning, partially seeing children. It was not within the scope of study to prove the superiority of any one approach, as it is realized that this could be done only with carefully constructed experiments.

For purposes of this study, the following terms were defined, thusly:

1. "Analytical description" refers to a technique of research in which something is described in rather detailed terms, and usually in terms of components which, when taken together, make up a whole.[2]

2. "Approaches to reading" refers to established, organized methods of teaching reading currently being used for primary reading instruction in American schools as listed by Smith.

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[1] Smith, op. cit.

[2] Good and Scates, op. cit., p. 275.

3. "Partially Seeing" refers to children whose visual acuity, as measured by the Snellen Chart, is 20/70 or less in the better eye after the best possible correction, and who use ink print as their chief medium of instruction.

4. "Slow Learners" refers to children who, though capable of achieving a moderate degree of academic success, will do so at a slower rate with less than average efficiency; they also score between 75 and 90 on repeated valid tests of intelligence.[1]

The necessary data for this research were gathered from the Trevor Arnett Library, Atlanta University; the Atlanta Public Schools' Professional Library; The Atlanta Carnegie Public Library; and various Atlanta Public School Libraries. The actual writing of the report was done in the home of the writer, during the second semester and the summer months of the current school year, 1966.

The descriptive survey method of research, employing the specific techniques of analytical description was used to gather data for this study.

The subjects described in this research were eleven currently used approaches to primary reading instruction discussed in the text, Reading Instruction for Today's Children.[2] These approaches include the Augmented Roman Alphabet Approach, the Language-Experience Approach, the Programmed Approach, the Television Approach, the Film Approach, the Modern Montessori Approach, the Richards-Gibson Approach, the Individualized Approach, and the Basal Reader Approach.

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[1] Dunn, op. cit., p. 20.

[2] Smith, op. cit., pp. 79-99.

Materials used to conduct this study were:

1. Professional textbooks.

2. Magazines, periodicals, and notes secured from the Briefing Session for the State Reading Program held at the University of Georgia, Athens, Georgia, June, 1965.

3. Teachers' manual for textbooks and other materials of reading instruction.

Summary of Related Literature

A summary of the related literature is to be found in the following general statements.

1. Spache describes five distinct aspects of reading:

   a. Reading is skill development.

   b. Reading is a visual act.

   c. Reading is a perceptual act.

   d. Reading is based on cultural background.

   e. Reading is a thinking thinking process.[1]

2. Methods used in the primary reading program should have as their goal to enable children, upon completion, to have become less dependent on the teacher in reading for a variety of purposes, in locating needed information, in working with varied types of reading, and in identifying unfamiliar words.[2]

3. Newer methods of reading instruction are being devised to reduce reading retardation among American children. These methods include the use of non-basal materials, linguistics in the teaching of reading, teaching reading to pre-schoolers, and the Augmented Roman Alphabet. However, the method used in reading instruction is not as important as the teacher who employs it. Teachers who were successful with methods previously used, will

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[1] Spache, op. cit., pp. 4-26.

[2] McKim, op. cit., p. 154.

probably be most successful with any newer ones.[1]

4. The Basal Reader Approach, though much criticized, continues to be the most widely used approach to reading instruction in American schools.[2]

5. Methods used in reading instruction should consider the needs of the children who are to use them.[3]

6. Schools are failing to provide an educational system which encourages slow learners to read. These children must be provided with a program geared to meet their particular needs.[4]

7. Slow learners need an extensive, prolonged reading readiness program characterized by varied and stimulating activities, primarily activities that encourage speech and language development.[5]

8. Reading methods used with slow learners differ from those used with academically normal children in that phonics should be taught as a separate skill, oral reading should be continued longer, reading materials must have high intrinsic value, comprehension skills should be continuously stressed, and special vocational vocabularies must be developed.[6]

9. When compared with children of similar abilities, partially seeing children indicated no significant difference in regard to reacing achievement. However, there appears to be definite need for deliberate instruction in vowel training.[7]

10. Educational procedures designed for normally seeing children are applicable to the partially seeing when suitable educational media are provided as needs indicate.[8]

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[1]Barbe, op. cit., pp. 360-361.

[2]Austin and Morrison, op. cit., p. 55.

[3]Strang and Bracken, op. cit., pp. 18-19.

[4]Kirk, op. cit., p. 174.

[5]Ingram, op. cit., p. 281.

[6]Johnson, op. cit., p. 216.

[7]Bateman, op. cit., p. 14.

[8]Hathaway, op. cit., p. 114.

11. When special media are needed, they are usually large print materials and/or magnifying devices.. More important than any equipment, however, are teachers' attitudes towards the children.[1]

Summary of Basic Findings

The data presented and interpreted in Chapter II indicate certain basic findings. These are reported below:

1. An analysis of the eleven approaches to reading instruction selected to be described in this study reveals that:

   a. The approaches may be classified according to their purposes and patterns of organization.

      1) The Basal Reader, Film, Language-Experience, Linguistic, and Individualized Approaches have been established to be used alone and have set forth definite and specific patterns of class organization and include provisions and directions for an inclusive program of skill development.

      2) The Augmented Roman Alphabet and Denver Approaches to reading instruction have been established to initiate reading instruction, thus, to precede one of the more established programs.

      3) The Programmed and Richards-Gibson Approaches have been established to supplement one of the more basic approaches and are not distinct methods within themselve.

      4) The Montessori Approach has been established to be operated as a distinct, self contained school in which sensory training is given to pre-school children to enable them to perform in all of the basic tool subjects. Thus, it is not a distinct method of teaching reading.

      5) The Television Approach is a medium through which reading is taught. The procedures used in this approach are varied and are determined by those who sponsor the lessons.

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[1] Bertram, op. cit., p. 278.

b. The approaches may be classified according to basic methods used.

1) The Denver, Language-Experience, Linguistic, and Richards-Gibson Approaches are linguistic in their approach in that reading is considered to be closely related to language. The rationale of these approaches is that children possess an abundance of language upon entering school and beginning reading materials should be based on these language developmental patterns to facilitate instruction.

a) The Denver, Linguistic, and Richards-Gibson Approaches prescribed specific materials to implement the beginning program; while the Language-Experience equates or subordinates reading to the other skills of communication, and makes use of the children's own language and experiences as the basis of reading instruction.

b) These approaches make no special effort to develop comprehension skills as it is felt that such skills are inherent in the nature of the materials presented. The phonologist linguists, as opposed to the structural linguists deny that comprehension skills have a place in the beginning stages of reading.

c) In the Denver, Linguistic, and Richards-Gibson Approaches no special provisions are made to individualize instruction, but the Language-Experience Approach provides for totally individualized instruction.

2) The Basal Reader and Film Approaches are eclectic in their approach in that there is emphasis on a comprehensive development of skills throughout the reading program. These approaches are based on the concept that an all inclusive program is needed to assure the development of mature and successful readers. A multiplicity of skills and abilities are developed concurrently throughout the program. These approaches make use of a basal reading series to develop skills, and the Film approach supplements the text with textfilms. In the Basal Approach the class is organized into smaller groups to provide for individual

differences; in the Film Approach the entire class is taught as a group, but a new skill is not presented until each child shows indications of having mastered the old ones.

3) The Augmented Roman Alphabet is basically a phonic method in that it attempts to provide a one-to-one relationship between the symbols and commonly used sounds. There are twenty augumentations to the conventional alphabet to provide this relationship. The augumentations bear a striking resemblance to the conventional alphabet to facilitate transfer to traditional print once fluency and confidence have been attained by the beginning reader.

   a) The Denver Approach may be classified as a phonic approach in that it provides systematic training in the sounds of consonants; it combines the sounds of beginning consonants with contextual clues as a means of identifying words.

   b) The phonological Linguistic Approach may be considered a phonic approach in that words are presented in phonetic patterns for beginning instruction.

4) The Individualized, Montessori, and Programmed Approaches are basically individualized in their approach.

   a) The Individualized Approach attempts to focus attention on each child by allowing him to select his own materials, to read at his own pace, opportunities to confer with the teacher alone or in a group at regular intervals. The method is based on the concept that each child has within him the drive for maturation and development. This drive leads him to select the materials he needs to read and to read them at his own pace.

   b) Programmed Instruction is a systematic manner of presenting materials rather than a method of teaching reading. The materials are presented in logical units, require an active response on the part of the learner, and make known immediately the correctness or incorrectness of the response. Each child is allowed to pace himself. Thus far,

programs in reading have been most successful in developing certain comprehension skills.

c) The Montessori Approach recognizes the sensitive periods of each child and emphasizes the need for taking care of them as they appear. For that reason, children are enrolled in such a program as early as eighteen months old. Sensory training in a prepared environment is provided as a means of developing cognitive powers. Special manipulative materials have been developed to foster this training. Children are allowed to choose their own activities and to proceed at their own pace, but the activities and experiences are pre-planned by the directress.

5) The Television Approach was designed as a means of minimizing the problems of teacher shortages and an increasing school population. The method used in this approach is determined by the teleteacher in charge of the lessons. This approach utilizes expert teachers as well as a very popular medium to implement the reading program. Follow-up and evaluation activities on the part of the classroom teacher are mandatory.

2. The needs of slow learning, partially seeing children that are considered basic for instructional purposes and the implications the approaches have in meeting these needs are:

a. The need for an extensive, prolonged reading readiness program.

1) Approaches which appear to meet this need include the Basal Reader, Individualized, Language-Experience, and Montessori in their provision of a planned, comprehensive prereading program and in their use of established criteria to determine the extent to which the program should be continued or terminated.

2) Approaches which appear to be limited in meeting this need are the Linguistic and Richards-Gibson which base readiness for reading solely on language development which they assume a child possesses upon entrance to school; the Film Approach which incorporates activities usually included in the readiness

program into formal reading instruction; and the Augmented Roman Alphabet and Programmed Instruction in that they are not established methods of reading instruction.

3) The nature of the lesson would determine what implications the Television Approach has in meeting this need.

b. The need for simple materials to enable the child to succeed, yet with interest content commensurate with the child's age and experiences.

1) Approaches utilizing materials that appear to meet this need are the Augmented Roman Alphabet, Individualized, Montessori, Language-Experience, Richards-Gibson, and Denver Approaches. Some publishers of basal readers provide classmate editions of the regular text in which high interest, low vocabulary materials are used.

2) Possibly limited in meeting this need are the Basal Reader, Film, and Linguistic Approaches in that materials are based on what is assumed to be the interests of a particular group of children.

3) The nature of the lessons would determine what implications Programmed Instruction and the Television Approach have in meeting this need.

c. The need for stimulating, interesting,novel presentation of materials in which good use is made of auditory and visual aids.

1) The need appears to be met by the Augmented Roman Alphabet, Basal Reader, Denver, Film, Individualized, Language-Experience, structural Linguistic, Montessori, Programmed, Richards-Gibson, and Television Approaches in their inclusion of features to make reading attractive to children.

2) Possibly limited in meeting this need is the phonological Linguistic Approach in which beginning materials are presented in meaningless, patterned vocabularies.

d. The need for materials that are characterized by concreteness, realism, usefulness, and personal appeal.

1) Approaches which appear to meet this need are Augmented Roman Alphabet, Denver, Film, Individualized, Language-Experience, Linguistic, Montessori, Richards-Gibson, and Television Approaches which include features to make reading meaningful to children.

2) Approaches which are possibly limited in meeting this need are the Basal Reader and phonological Linguistic in which story content and situations bear little relationship to the interests and experiences of the children.

3) Programmed Instruction makes no deliberate provisions for meeting this need as it is not an approach to reading in the usual sense.

e. The need for a systematic, sequential program of skill development in which phonics is taught as an isolated skill, and in which comprehension is continuously stressed; the methods used in word recognition should restrict the need for minute examination of letter details in sounding out words.

1) This need appears to be met only by the Basal Approach in its provision of a comprehensive, sequential skill development program and provision of other methods of developing word recognition skills than minute examination of letter details.

2) Approaches which appear to have possible limitations in meeting this need are the Augmented Roman Alphabet, Film, Individualized, Language-Experience, Linguistics, Programmed, and Richards-Gibson Approaches which emphasize a non-sequential development of skills, deny the need for comprehension skills, and/or require minute examination of letter detail in sounding out words.

3) The Montessori and Television Approaches may or may not have merit in meeting this need depending on the nature of the material and/or methods that are used.

f. The need for direct training in vowel discrimination.

1) Approaches which appear to have merit in meeting this need are the Augmented Roman Alphabet, Basal, Film, Linguistic, Montessori, and Richards-Gibson Approaches in anticipating basic reading skills and making deliberate

provisions for developing these skills; and the Individualized and Language-Experience Approaches in recognizing individual needs and making whatever provisions that seem necessary to meet the needs.

2) Approaches which may be limited in meeting this need are the Denver Approach which excludes vowel training and Programmed Instruction which lacks sounding.

3) The nature of the lesson would determine the implications the Television Approach would have in meeting this need.

g. The need for slower progression from one reading level to another with varied materials at each level.

1) Approaches which appear to have merit in meeting this need include the Augmented Roman Alphabet, Basal, Denver, Film, Individualized, Language-Experience, Linguistic, Montessori, and Richards-Gibson by allowing opportunities for varied experiences and materials at each level of reading.

2) Possibly limited in meeting this need is the Television Approach in that the teleteacher sets the pace.

3) The nature of the lessons would determine what implications Programmed Instruction would have in meeting this need.

h. The need for reinforcement and repetition of vocabulary and skills in a variety of presentations.

1) Approaches which appear to meet this need are the Augmented Roman Alphabet, Basal Reader, Film, and Richards-Gibson by their control of the amount of reinforcement and repetition that is needed by the children and by their allowance of a variety of presentations in which the materials are offered.

2) Approaches which appear to have possible limitations in meeting this need are the Language-Experience, in which children may not be able to control the amount of repetition that is needed; and the phonological Linguistic, which provides the necessary repetition, but in a meaningless vocabulary.

3) The nature of the lesson would determine what implications Programmed Instruction and the Television Approach would have in meeting this need.

i. The need for prolonged opportunities for oral reading to allow the teacher a continuous check of pronunciation and enunciation.

1) Approaches which appear to meet this need are the Basal Reader, Denver, Film, Linguistic, and Montessori in their making deliberate provisions and setting forth specific purposes for continuous practices in oral reading.

2) Approaches with possible limitations in meeting this need are the Individualized and Programmed in which much time is spent in silent reading activities.

3) Making no special provision for meeting this need are the Augmented Roman Alphabet, Richards-Gibson, and Television Approaches, but could be readily adapted to do so.

j. The need for individualized and personalized instruction.

1) This need is met by the Augmented Roman Alphabet, Individualized, Montessori, Language-Experience, and Programmed Approaches is that allowance is made for self-selection and/or self-pacing activities.

2) Possibly limited in meeting this need are the Basal Reader, Film, Denver, Linguistic, Richards-Gibson, and Television Approaches in which the program is pre-planned and is arbitrarily designed by the authors according to what is expected of a child at a particular time.

k. The need for opportunities to make use of senses other than sight in reading activities.

1) Approaches which appear to meet this need are the Basal Reader, Denver, Film, Language-Experience, Linguistic, Montessori, Richards-Gibson, and Television in allowing experiences which necessitate the use of tactile and auditory senses.

2) Approaches which appear limited in meeting this need are the Individualized and Programmed in that much of the time is spent in silent reading activities.

1. The need for clear, readable print which is large enough to be seen.

1) Making deliberate provisions for meeting this need are the Basal Reader Approach which provides large print editions of the basal text, the Film Approach which presents enlarged reading materials at the screen, and the Individualized Approach which allows children to select materials according to their individual needs.

2) While making no special or deliberate provisions for meeting it, all the other approaches may meet this need by enlarging materials to be used by the children who need them.

Conclusions

The interpretation and analysis of the data presented in this study appear to warrant the following conclusions:

1. A number of the approaches to beginning reading are currently being used to foster reading programs.

a. Some of the approaches view reading instruction as primarily a comprehensive program of skill development and provide the specific instructions, the planned sequence, and the definite materials for developing the skills.

b. Some of the approaches relate reading to spoken language and base instruction on the actual or anticipated language developmental patterns of children and attempt to teach them to recognize in print that which they speak fluently.

c. Some of the approaches view reading instruction as a personal matter and feel that the child has within himself the basic drives and motivations which allow him to seek, select, and read at his own pace those materials most suitable to his maturity, ability, and interests.

d. Some of the approaches are not methods of instruction in the usual sense, but are designed to precede, supplement or complement one or more of the basic approaches.

2. The basic instructional needs of slow learning, partially seeing children are numerous and varied; and the reading approaches pursued, to be used with this group of children should be based on these needs.

3. No one approach, as established, appears to meet all the basic instructional needs of slow learning, partially seeing children; yet, all of the approaches appear to have some merit in meeting the needs of the children.

4. The following statements summarize the quantity of basic needs that are met by the various approaches, as they are established.

   a. The Montessori Approach appears to meet eleven of the twelve basic needs of slow learning, partially seeing children.

   b. The Basal Reader, Individualized, Augmented Roman Alphabet, Language-Experience Approaches appear to meet nine of the twelve basic needs of slow learning, partially seeing children.

   c. The Denver, Film, and Linguistic Approaches appear to meet eight of the twelve basic needs of slow learning, partially seeing children.

   d. The Richards-Gibson Approach appears to meet seven of the twelve basic needs of slow learning, partially seeing children.

   e. The Television Approach appears to meet four of the twelve basic needs of slow learning, partially seeing children; however, the implications of this approach in meeting the needs of the children would be determined to a large extent by the nature of the lesson presented.

   f. Programmed Instruction appears to meet two of the twelve basic needs of slow learning, partially seeing children; however, the implications of this approach in meeting the needs of the children would be determined to a large extent by the nature of the programs presented.

Implications

The interpretation of the findings of this research appear to warrant the following implications:

1. Newer methods as well as traditional ones should be regarded in planning a reading program for atypical children as for mentally and physically normal children.

2. The methods and materials selected to teach reading should be adapted to their basic needs rather than fitting the children to any particular methods or materials.

3. The teacher of slow learning, partially seeing children should extract from various approaches those features which have great merit in meeting the needs of the children and develop a composite approach to reading instruction.

Recommendations

The analysis and interpretation of the findings of this research seem to justify the following recommendations:

1. That teachers seek more stimulating and novel methods of teaching reading to atypical children.

2. That teachers, in choosing methods of reading instruction, be aware of the many approaches to reading and attempt to relate these methods to the nature and needs of the children who will use them.

3. That follow-up studies be made of this research in which formally designed experiments would be carried on to determine more scientifically the relative effectiveness of various approaches in meeting the needs of slow learning, partially seeing children.

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